



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

BIRLEY SPA PRIMARY ACADEMY

Safeguarding and Child Protection Policy

Review frequency: Annual

Approval: Trust Board Birley Spa Primary Academy AGB

This policy will be updated annually or more frequently in line with any changes to legislation and guidance.

| <u>Contents</u> | <u>Page</u> |
|-----------------------------------------------------------|--------------------|
| Vision and values | 4 |
| Safeguarding and Child Protection Policy Statement | 6 |
| Principles | 8 |
| Links to the Legal Framework | 9 |
| Safeguarding Flowchart | 11 |
| Scope of the Policy | 12 |
| Roles and Responsibilities | 13 |
| Staff Training | 17 |
| Review | 18 |
| Safe Environments | 19 |
| Safeguarding as part of the Curriculum | 19 |
| Vulnerable Pupils | 20 |
| Multi-agency Working | 21 |
| Working With Parents / Carers | 22 |
| Taking Action on Concerns | 22 |
| Reporting Concerns | 23 |
| Information Disclosure | 24 |
| Using Early Help Assessment | 25 |
| Special educational needs | 26 |
| Disclosures | 27 |
| Safer Recruitment | 28 |
| Whistleblowing | 29 |
| Extended School and off-site arrangements | 29 |
| Allegations Against Staff (including Volunteers) | 29 |

| | |
|--------------------------------------------------------------|-----------|
| Appendix 1 - Abuse Indicators | 32 |
| Appendix 2 – Specific Safeguarding Issues | 36 |
| Appendix 3 – Additional Support | 57 |
| Appendix 4 – Child Protection Form | 60 |
| Appendix 5 – Child Protection Form | 62 |
| Appendix 6 – Body Map | 63 |
| Appendix 7 – Categories of concern on MyConcern | 64 |
| Appendix 8 – Other Useful Links to Statutory Guidance | 67 |
| Appendix 9 - COVID19 Addendum | 68 |

Our vision

Through outstanding leadership, we, at Birley Spa Primary Academy, will provide the highest quality education to enable every pupil to realise their full potential. Birley Spa Primary Academy fully recognises the contribution it can make to protect children and support pupils in our academies. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

It is our policy to listen to our pupils, to not place any value judgement on their concerns or supersede their views with our own cultural or racial profiling that may prevent us from fully listening to what our pupils are saying. We will take our pupils' health and welfare seriously and to act with urgency to prevent harm and keep them safe.

Our principles

To achieve our vision, we prioritise the four core principles for which our name stands:

Lead ~ *to show the way; to be first or foremost*

In every aspect of life, the ability to lead is essential. Strong leadership is the key to the success of our academies. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower ~ *to give power to; to enable*

At Birley Spa Primary Academy and L.E.A.D. Academy schools, pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in Birley Spa Primary Academy. We also know that a strong command of English and mathematics is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our academies and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Safeguarding at Birley Spa Primary Academy L.E.A.D. Academy Trust

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to

fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider at all times, what is in the best interests of the child.’ KCSIE 2020

Key Persons Responsible for Safeguarding at Birley Spa Primary Academy

DSLs – Melanie Pemberton (Executive Head teacher)

DDSL – Simon Smith (DHT) Sarah Peck (EYFS Lead) Katherine Johnson (Safeguarding and Inclusion Officer)

Kate Barrett (Head of Integrated Resource) Carolyn Robinson (Extended Curriculum Specialist)

Rob Jones (Family Support Worker and Attendance)

DSP – Davinia Helliwell (Office Manager) Jason Walsh (Head of KS2) Kirsty Unwin (Head of KS1)

LADO – Hannah Appeleyard 0114 2736870

NSPCC dedicated helpline number: 0115 9258602.

The Legal Framework

Academies within L.E.A.D. Academy Trust still have their relevant local authorities that have an overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area. At Birley Spa Primary Academy our local authority is Sheffield The local safeguarding partnership, known as Sheffield Safeguarding Partnership, will work with our academy to support us to safeguard our pupils. Whilst local authorities play a lead role, safeguarding pupils and protecting them from harm is everyone’s responsibility.

Under Section 11 of the Children Act 2004 duties are placed on a range of organisations and individuals to ensure their functions are discharged with regards to the safeguarding of children and young people. The statutory guidance (Working Together to Safeguard Children 2019) does not identify academy trusts as a separate organisation. Nor are academies named under Section 11 of the Children Act 2004 but they are captured under other legislation, for example Sections 157 and 175 of the Education Act 2002, Sections 94 (1) and (2) of the Education and Skills Act 2008, the Education Regulations 2011 and 2014. As Birley Spa Primary Academy is part of L.E.A.D. Academy Trust we acknowledge our duty in law to work with other organisations to keep our pupils safe.

In September 2020, the DfE published the latest ‘Keeping Children Safe in Education’ (KCSIE) – statutory guidance for schools and colleges. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with.

In law, individual academies are deemed to be ‘relevant partners’ of their local authority and as such are under a duty to cooperate in that local authority’s safeguarding partnerships board arrangements. The Education (Independent School Standards) Regulations 2014 place a duty on proprietors of independent schools including academies to make arrangements for ensuring that their functions are exercised with a view to safeguarding and promoting the welfare of children.

At Birley Spa Primary Academy we take safeguarding very seriously, not just in terms of the legal requirements but in ensuring that every child is given the opportunity to thrive through the Birley Spa Primary Academy and L.E.A.D. values of: Lead, Empower, Achieve and Drive.

Our Commitment

Birley Spa Primary Academy and L.E.A.D. Academy Trust's commitment to safeguarding includes:

- ensuring there is a designated professional lead and a designated Academy Governing Body (AGB) member for safeguarding
- ensuring all staff, visitors and volunteers in our academy understand their responsibility to safeguard pupils
- having in place safeguarding arrangements which are designed to take account of all possible safeguarding issues
- ensuring all safeguarding concerns are investigated and an immediate risk assessment is undertaken to keep pupils safe
- adhering to safe recruitment practices
- having arrangements in place to ensure we work closely with other agencies and share information with other professionals in line with statutory requirements
- taking account of (Sheffield LSCP) procedures and practices established by the Safeguarding Partnership and comply with any requests from that body in a timely manner
- having in place effective child protection and staff behaviour policies
- developing a culture in our academy of listening to children and take account of their wishes and feelings
- providing appropriate supervision and support for staff including undertaking safeguarding induction and training
- following clear policies for dealing with allegations against people who work with children, including supply staff.
- having clear procedures in place to handle allegations of abuse against children
- having clear whistleblowing procedures
- considering how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum
- appointing a designated teacher to promote the educational achievement of children who are looked after, those who are post care and pupils who are adopted to ensure staff have the skills, knowledge and understanding necessary to keep these pupils safe
- putting in place appropriate safeguarding responses to children who go missing from education
- fulfilling all our statutory responsibilities in respect of safeguarding and promoting the welfare of children.

Birley Spa Primary Academy's Safeguarding and Child Protection Policy incorporates all the legislation from KCSIE 2020. The Trust has a safeguarding SharePoint site for all academies to access which provides current documents, guidance and resources. In addition, our local Safeguarding Partnership links are provided through the site.

Birley Spa Primary Academy Safeguarding and Child Protection Policy is monitored and evaluated by the Trust and Birley Spa Primary Academy DSLs to measure the effectiveness of the policy in the academy. This is carried out through the academy's and the trust's quality assurance cycle.

Safeguarding and Child Protection Policy Statement

Introduction

Safeguarding and Promoting the welfare of children is defined for the purposes of this policy as: Protecting children from maltreatment Preventing 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 Taking action to enable all children to have the best outcomes

Birley Spa Primary Academy and L.E.A.D. Academy Trust requires this policy to be implemented by all its staff (including supply staff), AGB members, parents / carers, pupils, volunteers and visitors. (*trustees, and by all the academies joining its network*). It is everyone's responsibility to keep each other safe.

Birley Spa Primary Academy and L.E.A.D. Academy Trust is committed to:

- creating and maintaining a safe learning environment for all pupils
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

We are committed to safeguarding children and young people and we expect everyone who works in our academies to share this commitment unequivocally.

Adults in our academy take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

Employment and Management of Adults Working with Pupils

We will ensure that Birley Spa Primary Academy has:

- a single point of contact known as the designated senior lead for safeguarding (DSL)
- a single central record of pre-employment checks
- safe recruitment procedures fully in place
- appropriate checking procedures (staff, volunteers and organisations working within the academy)
- a staff / volunteer handbook and induction that makes clear the expectations and directives for working with pupils, including the management of social media and the management of their relationships and associations in line with legislation
- procedures for dealing with allegations against staff, (including supply staff) and volunteers.

Birley Spa Primary Academy's safeguarding policy is available to parents/carers and pupils on request as a paper copy or it may be accessed through our website on line.

At Birley Spa Primary Academy safeguarding the welfare of pupils permeates all activity and functions.

This policy therefore complements and supports a range of other academy policies, such as, but not exclusively;

Health and Safety

Fire Safety

Behaviour Management and Physical Intervention

Meeting the Needs of Pupils with Medical Conditions

Providing First Aid

Educational Visits

Intimate Care

Online Safety Including Sexting/ youth producing sexual imagery
Anti-Bullying and Cyber-bullying
Safer Recruitment and Selection, including Single Central Record
School Security
Managing Allegations Against Staff, Including Volunteers and Incorporating 'Duty to Refer'
Managing Allegations Against Pupils
Attendance
Pupils Who Runaway or go Missing from Education, Home or Care
Staff Behaviour (code of conduct)
Special Educational Needs (SEN)
Relationships and Sex Education
RSHE
Looked After / Previously Looked After
Communication
Complaints procedure
Information sharing
Whistleblowing
GDPR Data Protection
Equality

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. This is detailed in our safeguarding curriculum map.

Principles

Safeguarding arrangements in the trust and at our academy are underpinned by the 2 key principles:

- **Everyone who comes into contact with pupils and their families has a role to play in safeguarding pupils. All AGB members, staff, trainees and volunteers have a responsibility and role to play to safeguard and promote the welfare of pupils. Staff members will maintain an attitude of "it could happen here" where safeguarding is concerned.**
- **When concerned about the welfare of a child, staff will always act in the best interests of the child. The academy operates a child-centred approach taking into account pupils' views and voices. Wishes and feelings of pupils will always be taken into account when determining what action to take and services to provide, to protect pupils through ensuring there are systems in place for pupils to express their views and give feedback**

Expectations

We expect staff to have read and be aware of:

- Keeping Children Safe in Education (2020) [Part One]; and academy leaders and staff that work directly with children should also read Annex A
- Safer Working Practices (Safer Recruitment Consortium May 2020)
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Behaviour Management Policy

- Online Safety Policy
- Policy for Children Missing Education
- GDPR and data protection requirements
- Requirements of information sharing
- Their local early help processes and their roles in relation to them.

All staff are also required to:

- Take all concerns seriously, particularly when a disclosure is made
- Ensure they take into account the wider context of pupils when there are safeguarding concerns
- Put the pupil's interests first and act to secure a pupil's safety at all costs
- Be vigilant and take responsibility to maintain the ethos of safeguarding at all times
- Understand that every pupil is their responsibility with regard to safeguarding
- Take responsibility to inform the DSL should there be any changes in personal circumstances that may impact on their ability to work with children

Links to the Legal Framework

Working Together to Safeguard Pupils 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2019.pdf

Keeping Pupils Safe in Education Sep 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Disqualification Under the Childcare Act 2006 and supplementary guidance 2019

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/736758/APPENDICES-Disqualification_under_the_childcare_act_statguidance_2_.pdf

Information Sharing

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

GDPR and Data Protection

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/>

Education (Independent School Standards) (England) Regulations 2010

<http://www.legislation.gov.uk/ukxi/2010/1997/contents/made>

FGM Act 2003 (as inserted in the Serious Crime Act 2015 Section 74)

<http://www.legislation.gov.uk/ukpga/2015/9/section/74>

The “Prevent” duty: Section 26 of the Counter-terrorism and Security Act 2015

<http://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted>

Statutory guidance on Pupils Missing Education (2016) also applies to academies

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

‘What to do if you’re worried a child is being abused’: Guidance for all staff, teaching and non-teaching:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

A Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_190614_FINAL.pdf

Contextual Safeguarding

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

Government guidance for schools regarding COVID 19

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Safeguarding Flowchart

Pupil raises concern with an adult or an adult becomes aware that a pupil may be suffering abuse through changes in behaviour or appearance.

Adult must record on Myconcern the exact words the pupil has used and if there are any signs of abuse. Use body map in appendix 6. At no point does the adult offer an opinion or probe the pupil or investigate the pupil's statements. The adult must not add personal opinions while recording. Adults must ensure the pupil is safe and feels safe. Adults can not promise confidentiality. If there is a risk that the pupil will not be safe to go home, the concern must be marked as urgent.

The DSL picks up the concern promptly. The DSL must use the decision and rationale to identify the next steps. This may include direct referral to social care or if not, a clear rationale is recorded as to why not and how the school will act to secure and monitor the safety of the pupil. Who will monitor, the regularity of monitoring and how the DSL will review whether this should be escalated to social care at any point should all be recorded.

Safeguarding team to follow up the concern through the monitoring system set up. *Recording of monitoring completed on Myconcern so that regular updates show how the school is keeping the pupil safe. For pupils who have been referred to social care, a similar approach in school should be undertaken to check the pupil's well-being and safety.*

It is absolutely key that information is recorded precisely. Names, dates and times of conversations must be clear. There should be a clear chronology for actions and decisions. Myconcern will provide the basis of this and therefore all notes must be made on the open file.

DSLs along with the safeguarding team will make the decision to close a case once there is firm evidence of the pupil being safe. Evidence of safety must be recorded - how do you know?

Safeguarding is everyone's responsibility. Keeping pupils safe is everyone's responsibility. If there is any cause for concern regarding the behaviour of an adult in school, this must be taken seriously and the Allegations against staff or whistleblowing policy must be followed.

If headteacher or DSL receives information that an allegation has been made against an adult on the school site, they must act in line with the trust policy on managing allegations. The local authority designated officer must be informed and their advice sought immediately. There should be no 'in house' investigation before advice is sought. The headteacher must record on Myconcern the pupil's name and refer to 'an allegation' - no detail. Record how the school has made the pupil safe.

Any further details as to the investigation should be recorded in a confidential file access only by an authorised senior leader. HR must be informed.

Scope of the policy

We will safeguard pupils when we believe they are suffering from:

- Abuse
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child criminal exploitation
- Child sexual exploitation (CSE)
- County lines
- Bullying, including cyber bullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage and honour-based abuse
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Homophobic or transphobic abuse
- Mental health
- Online and technology abuse
- Private fostering
- Radicalisation and extremism
- Sexting /youth producing sexual imagery
- Trafficking / modern slavery
- Wider contextual issues
- Challenges faced by pupils experiencing transgender and body dysmorphia issues
- Homelessness

This list is not exhaustive.

We recognise that some **pupils who have experienced abuse** may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Some pupils may be **particularly vulnerable** to abuse and harm. The Designated Safeguarding Lead (DSL) is aware of the range of guidance that is available and vigilant to concerns being raised by staff and pupils which need to be reported in accordance with national (Government) and local Safeguarding Partnership procedures without delay. The DSL will also ensure staff working with pupils are alert to signs which may indicate possible abuse or harm. We consider the risks associated with vulnerability and ensures systems are in place to mitigate risk. This includes EYFS/EAL children who have not yet acquired the language skills to be able to communicate a disclosure.

The available UK evidence on the extent of abuse among **disabled pupils** suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. Academy staff who work, in any capacity, with pupils with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home where there is **domestic violence, drug or alcohol abuse and unmanaged mental health** then pupils may also be vulnerable and in need of support. We will consider the wider context of the pupil in relation to these issues in order to keep them safe.

Safeguarding Roles and Responsibilities of Academy Staff

Responsibility to Provide a Safe Environment in Which Pupils Can Learn

The safety of our academy site is of high importance. It is everyone's responsibility to keep our academy safe. We will regularly undertake site safety walks, maintain our equipment properly and ensure we act upon expert advice during our academy's health and safety audits.

We will train our staff to be aware of the risks associated with building safety and ensure we can evacuate our site should the buildings pose any risk to our pupils. Systems are in place to ensure anyone can report a health and safety issue immediately, through direct emails to the office manager and site manager.

Academy Leaders and Training

At Birley Spa Primary Academy, we acknowledge that there are pupils who may be in need of extra help or who are suffering or are likely to suffer significant harm. Leaders must be quick to identify them. All of our staff have a responsibility to take appropriate action, working with external services as needed.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the academy which support safeguarding. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), the role of the DSL and the name of the designated governor.

All staff will:

Read and sign to say that they have read and understood "Keeping Pupils Safe in Education part one: safeguarding information for all staff (2020)."

Receive regular safeguarding training which is updated so they are equipped with the knowledge and skills to keep pupils safe.

The key training elements are:

Induction Training – this is mandatory and includes;

- the child protection policy;
- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE 2020)

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Academy Governing Body will have enhanced DBS and 128 checks.

We will engender the principle that safeguarding is 'everyone's responsibility'.

Roles and Responsibilities Within the Trust and Individual Academy

The Trust Board

- The board will monitor the academy's compliance with statutory requirements and practice and champion child protection issues.
- Ensure that all safeguarding concerns are investigated, and an immediate risk assessment undertaken to ensure the safeguarding of children and young people.
- Ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any statutory updates are implemented immediately. The policy along with Keeping Children Safe in Education September 2020 (KCSIE) is available on the Trust website;
- Have safeguarding as a set agenda item on all trust board agendas.
- Have a clear understanding of safeguarding across the trust through reports such as MyConcern (the trust's child protection database) and results of the academy's annual safeguarding audits.
- Written recruitment and selection policies and procedures in place.
- Appoint a board member responsible to the board for monitoring the effectiveness of safeguarding in the trust.

Roles and Responsibilities of the Directorate

- To produce information for the Trust board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligations appropriately.
- Have a clear understanding of safeguarding across the trust through analysis of reports such as MyConcern and results of the academy's annual safeguarding audits and compliance forms.
- Ensure all academies carry out an annual audit.
- Carry out the Trust's Assurance Cycle in line with the outlined cycle and report to the board in committee meetings when required.
- Support academy leaders to carry out their duties fully in relation to both the spirit and letter of statutory guidance for safeguarding.
- Challenge academy leaders where safeguarding is not fully compliant with statutory guidance.
- Undergo appropriate safeguarding training at least yearly and take responsibility to maintain their knowledge and understanding of safeguarding issues.

Roles and Responsibilities of the Trust DSLs

- Liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the Headteacher.
- Undergo training in line with Trust training schedule.
- Review safeguarding cases which have triggered the appropriate level of Trust DSL involvement.
- Ensure the Trust's assurance cycle is fully maintained.
- Meet termly to review the Trust's policy in line with practice.
- Meet monthly to review serious incidents, identify lessons learnt and good practice to be shared across the Trust.
- Arrange termly DSL network meetings through liaison with the Teaching School Alliance (TSA).
- Produce information for the Trust Board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligation effectively.

The Role of the Link Safeguarding Member (AGB)

- Support the work of the designated safeguarding lead.
- Meet regularly with the designated safeguarding lead and any other relevant other staff.
- Report back to the Academy Governing Body (AGB) about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties.
- Ensure that safeguarding deficiencies are brought to the AGB and the Governance and Compliance Manager.
- Check that the safeguarding and child protection policy is being followed in practice.
- Check that the training programme for staff reflects the needs of the academy and statutory regulations.
- Check that the AGB are kept aware of the safeguarding risks to young people in the academy.
- Check that records are kept securely and in one place.
- Check that there is appropriate monitoring and tracking in place for vulnerable pupils.
- Check that there are appropriate safeguards in place for students placed with Alternative Providers.
- Check that there is a consistent approach to safeguarding and child protection across the academy.
- Check that the curriculum for safeguarding reflects the risks for pupils in the area.
- Check that safer recruitment processes are in place.
- Check that the Single Central Record is compliant.

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the AGB and the Trust are fully implemented and followed by all staff.
- DSLs are trained appropriately for their role and given time to allow them to carry out their role fully.
- People who pose a risk of harm are prevented from working with pupils by adhering to statutory responsibilities to check staff working with pupils, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
- Sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of pupils.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to pupils, and concerns are addressed sensitively and effectively in a timely manner.
- The safety and welfare of pupils is addressed through the wider curriculum.
- Education Welfare Staff and Social Workers are informed immediately when a child who is 'looked after' or subject to a 'child in need' plan or a protection plan goes missing.
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date.
- Ensure their Safeguarding Audit is returned promptly every year in the autumn term.
- Ensure the DSL reports to the AGB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure the DSL/Deputy DSL puts formal cover in place when the DSL is away from site.
- Appoint a member of staff responsible for looked after pupils, pupils leaving care and those recently adopted.

The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

- The Designated Safeguarding Lead is responsible for safeguarding and child protection along with the headteacher.
- Support staff to see safeguarding in the wider context of a pupils' life, taking into account the family circumstance, the friendship groups and social context before making decisions about how to act to safeguard pupils.
- Manage referrals from academy staff or any others from outside the academy.
- Work with external agencies and professionals on matters of safety and safeguarding.
- Ensure they keep up with the latest advice and guidance relating to safeguarding and child protection.
- Take responsibility to raise awareness of safeguarding and child protection amongst the staff, parents and pupils.
- Ensure that child protection information is transferred to the pupil's new school, ideally within five school days should they move.
- Ensure all staff follow the academy's safeguarding policies fully.
- Ensure they act upon MyConcern referrals in a timely manner and always act in the best interests of the pupil.
- Ensure the clarity of decision making in relation to child protection is transparent, the reasons for decisions are precise and recorded clearly in the paperwork.
- Help promote educational outcomes, the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with other staff. Ensure that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. Support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Ensure the plans to support pupils with safeguarding issues are rigorous, monitored and clearly shared with all those who are identified to support the pupil.
- Display the academy's safeguarding chart identifying all of the academy's safeguarding team is displayed throughout the academy.
- Complete and return the Safeguarding Audit during the autumn term.
- Ensure all the reports to the AGB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure all supply agency staff and volunteers are appropriately briefed according to the academy's safeguarding procedures.
- Provide training and support to parents / carers and pupils.
- Ensure all visitors on site are aware of the academy's safeguarding responsibility and procedure.
- Work alongside the head teacher to provide safeguarding training in a timely manner.
- Ensure formal cover is in place when they leave the academy site.

A deputy DSL will always be appointed to cover when the lead DSL is not available.

Roles and Responsibilities of Other Academy Staff

- It is everyone's responsibility to keep pupils safe and all staff are expected to take this responsibility seriously.
- Staff must abide by the academy's policies to keep pupils safe.
- Any concerns must be discussed with the DSL and no staff member should keep information to themselves or decide they will not act because they use their own ideas of what is safe or unsafe.

Academy policy must be followed.

- If staff members are unsure, they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns (using MyConcern or if no login details then the academy concerns form) and forward this to the DSL or their deputy. All staff will work with the DSL and where appropriate support social workers to take decisions about individual pupils.
- All staff, including volunteers and temporary staff must have an understanding of how the academy safeguards and promotes the welfare of pupils, including the academy safeguarding and child protection policy, their role and responsibilities in this (including in relation to early help processes) and how to report any concerns.
- All staff must ensure they are vigilant at all times and ensure any behaviours that may cause even a slight concern are taken seriously. This includes their concerns about fellow practitioners, visitors or volunteers.

Staff Training

All new staff will be given an Induction Pack on Safeguarding. Induction training will ensure staff are able to recognise signs of child abuse and wider safeguarding issues and report any concerns immediately when they arise. (This is essential in respect of staff that are perhaps part-time or work with more than one academy, such as trainee teachers and supply teachers).

The L.E.A.D. Training Pathway for safeguarding will follow a core programme. Different levels of training are available for different roles in the academy.

Timelines for training:

- Designated Safeguarding Lead training: refreshed **within every two years** (statutory requirement).
 - Children in Education – Safeguarding Update training: To be refreshed **within every three years** as agreed with Sheffield Children Safeguarding Partnership
- The above training is available through the Safeguarding in Education Service

<https://www.safeguardingsheffieldchildren.org/sscb>

- Whole School Refresher Training at least annually with regular in-school updates
- Three units per year on different themes (three year rolling programme)
- Safer recruitment training: Through the DfE on-line (under review), LEAD Academy Trust accredited trainer or through local training provided by Sheffield City Council.

All our staff, academies and AGBs are open to new learning and to keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Training covers:

How to identify signs of abuse and when it is appropriate to make a referral;
A working knowledge of how Sheffield Children Safeguarding Partnership operate;
The conduct of a child protection case conference and being able to attend and contribute to these effectively when required to do so;
How to keep detailed, accurate, secure written records of referrals/concerns.

We can also source specific safeguarding training through Flick Learning.

<https://www.safeguardingsheffieldchildren.org/sscb>

Weekly safeguarding updates will be shared with all staff to ensure they are fully up-to-date at all times.

Review

Birley Spa Primary Academy will evaluate and demonstrate how well we fulfil our statutory responsibilities and exercise professional judgment in keeping pupils safe as outlined in the statutory framework.

Birley Spa Primary Academy will use the L.E.A.D. Academy Trust safeguarding audit and Sheffield City Council's safeguarding audit to ensure we are fully compliant. The audits will be carried out every autumn and returned to L.E.A.D. each year. We will write a safeguarding action plan linked to the findings of the audit. Our plan will clarify how we will address any areas for development within our practice, who will take their actions and a rigorous timeline for completion of the actions needed to improve our practice. The safeguarding audit will be completed by the DSL, Headteacher and safeguarding team. It will look at the academy's compliance with:

- Academy policy and practice
- Keeping Children Safe in Education 2020
- Working Together to Safeguard Children 2019
- Local arrangements

This audit will assist with the annual safeguarding review of our academy, which will be carried out by the directors of school, Headteacher and the director of the MAT.

Designated staff

Apart from our DSL we have a Designated Teacher for 'looked after' pupils (Sarah Peck). We will ensure that the appropriate members of staff have the skills, knowledge and understanding necessary to keep 'looked after' and 'previously looked after' pupils safe. We also ensure that the appropriate members of staff have the information they need in relation to a pupil's looked after legal status and contact arrangements with birth parents or those with parental responsibility.

Our AGB will have a named, trained Governing Board member for child protection whose training will be refreshed every year.

Staff will be given contact details for the Local Authority Designated Officer and the Central Duty Team, including the out-of-hours team.

Safe Environment / Contextual Safeguarding – pupils are safe and feel safe

All of our pupils are taught about safeguarding, including online safety (using non-statutory guidance and information in Annex C (online safety) of KCSIE 2020), through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

At Birley Spa Primary Academy we adopt an open and accepting attitude towards pupils as part of our responsibility for pastoral care. We are committed to ensuring we take pupils' contextual circumstances into account. This is because what might appear as 'poor quality behaviour' could be part of wider contextual issues that are linked to abuse at home, peer-on-peer abuse or abuse on line for example. Pupils, parents and staff should be free to talk about any concerns and will see the academy as a safe place when there are difficulties. We will build an ethos of disclosure and listening and believing in order to build our pupils' confidence. Pupils' worries and fears will be taken seriously, and pupils encouraged to seek help from academy staff.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence

At Birley Spa Primary Academy, we will therefore ensure that:

- An ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.
- We will regularly seek the views of our pupils in relation to the safety of our academy site, where abuse may occur and where they do not feel safe.
- Pupils are involved in the decision-making, which affects them.
- Pupils know that there are adults in the academy whom they can approach if they are worried or have difficulties and the academy has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. local safeguarding arrangements and Childline.
- Curriculum activities and opportunities are provided to equip pupils with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with pupils.
- Volunteers are appropriately supervised.
- Any groups using academy premises for the provision of services to pupils have their own safeguarding policies, or adopt the academy policy, and have satisfactorily completed all appropriate checks.

Safeguarding as part of the Curriculum

Relationships Education (for all primary pupils),

Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils) is compulsory from September 2020.

Through RSHE, ICT and other curriculum opportunities, our pupils are helped to talk about their feelings,

know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the academy and how to make a complaint.

We have established a safeguarding curriculum map, which details where and when in the curriculum safeguarding is either explicitly taught or teaching opportunities are identified. This is reviewed regularly to take into account national and local developments and context.

The following areas are addressed within RSHE, ICT and in the wider curriculum:

- Bullying, including cyber-bullying
- E safety
- Road, fire and water safety
- Inter-personal relationships and domestic violence
- Child sexual exploitation (CSE), online and offline
- Honour based abuse and forced marriage
- Female genital mutilation (FGM)
- Radicalisation and extremism
- Relationship education (mandatory in primary schools from September 2020)
- Homelessness
- Gangs
- Risk taking behaviours
- Peer-on-peer violence, sexual misconduct and harassment
- British Values

When children use the academy's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. Adults in the academy and parents / carers must be vigilant in their awareness of references direct or indirect linked to safeguarding

Academy Safeguarding contact sheets

These are on a set format and include all necessary emergency contact details. This includes the NSCPCC Whistleblowing Helpline number.

Vulnerable Pupils

We recognise that some pupils will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

Some children can be potentially at greater risk of harm, in particular children who need a social worker (Child in Need and Child Protection Plans)

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Our LA will inform us when a child has a social worker, and the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine.

Where children need a social worker, this will help us make informed decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic

support, alongside action by statutory services).

To ensure that all of our pupils receive equal protection, we will give special consideration and attention to other pupils who are:

- disabled or have special educational needs or living in a known domestic abuse situation
- affected by known parental substance (drugs and/or alcohol) misuse
- asylum seekers/refugees
- new communities
- living away from home, including private fostering arrangements
- vulnerable to being bullied, or engaging in bullying
- go missing from school, particularly on repeat occasions
- living in temporary accommodation
- at risk of peer-on-peer abuse
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- at risk of sexual exploitation
- young carers
- ‘looked after’ pupils, pupils leaving care and those post adoption
- do not have English as a first language
- pupils vulnerable from CCE/CSE
- pupils vulnerable for County Lines
- living with family members in prison
- the wider context of a pupil’s wider needs

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Mental Health

At Birley Spa Primary Academy we take our responsibility for supporting and promoting the mental health and wellbeing of our pupils very seriously. We recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. (Academies will need to detail the procedures and provision here)

We also have a member of staff trained as a ‘Mental Health First Aider’ Mrs Melany Pemberton

At Birley Spa Primary Academy we have access to a range of advice to help us identify children in need of extra mental health support, this includes adhering to government guidance and working with external agencies such as:

- Mental Health and Behaviour in Schools Guidance
- Public Health England resources
- Rise Above for links to all materials and lesson plans.

Multi-agency working

We recognise that we have a pivotal role to play in multi-agency safeguarding arrangements and will ensure that we contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group within the local authority; and the chief officer of police within the local authority area have published arrangements to allow us to work

together with appropriate relevant agencies to safeguard and promote the welfare of our children, including identifying and responding to their needs.

All senior leaders and DSL are aware of and follow the local arrangements.

Working with parents and carers

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of pupils.

At Birley Spa Primary Academy we will ensure that:

- Parents and carers understand how we work to keep pupils safe through training and support via our academy website.
- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safety and welfare of pupils, and they will be listened to and taken seriously.
- We will provide parents with information about the support available to keep pupils safe within the academy, locally and nationally.
- Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility and emergency contact details. If different from the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child. The academy will ensure that if possible, it has three emergency contact details.
- Information about pupils given to us by pupils themselves, their parents or carers or by other agencies will remain confidential unless safeguarding means wider agencies need to be informed.
- Staff will be given relevant information on a 'need to know' basis in order to support the child.
- We will ensure parents know that any data we hold on their children can and will be shared with wider agencies in line with the GDPR requirements should there be 'Special Category Personal Data'. It will be made clear to parents and carers that the academy has a duty to share information when there are any safeguarding concerns.
- Parents understand we have a duty to keep records which relate to safeguarding work by the academy, or partner agencies as a requirement of 'Child Sexual Abuse 2014'. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be securely sent to any school to which the child transfers.
- Where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the pupil's parents or carers first, however, there may be occasions where we are not able to do this.

Taking Action on Concerns

Key points to remember for taking action are:

The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 19. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

The designated safeguarding lead will liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children' and NPCC(National Police Chiefs' Council)- 'When to call the police'. When there is an emergency take the action necessary to help the child, for example, call 999. Report the concern to the DSL or the deputy as soon as you can and by the end of the day

at the latest.

If the DSL or their deputy is not around, ensure the information is shared with the most senior person in the academy that day and ensure action is taken to report complex/serious or child protection concerns to Pupil's Social Care. Do not start your own investigation. Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.

At the conclusion of a case in which an allegation is substantiated, the designated officer(s) should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the academy or college's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer(s) and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

Reporting Concerns (see Flowchart page 12)

When adults in the academy have a concern about a child or young person they should:

For pupils at risk of immediate danger or at risk of harm

- Promptly complete a concern form in writing or if you have access to 'MyConcern' complete the referral online. No concern is too small.
- Child Protection Forms for written concerns can be found in the office opposite Year 4 (identify where) or with a DSL if there is no access to MyConcern because, the adult has no log in access. Any paper copies of concerns **must be** handed into the DSL **immediately**.
- If you are using 'MyConcern' the DSL will receive it electronically. The DSL should be contacted to ensure they have received the referral.
- A body map can also be used when using 'Myconcern'. Or if using a paper version it will need to be scanned in by the DSL.
- If it is an FGM referral staff must personally report to the police where they discover **an act of FGM has taken place**. A written Child Protection form or 'MyConcern' referral should also be completed. The case would then be discussed with the DSL and Children's Social Care. **This does not apply in relation to 'at risk' or suspected cases**. For these cases continue with a Child Protection Form or by logging it on MyConcern.

For cases where there is a general concern

- For cases where there is no major risk to the child but the member of staff still has concerns, such as, never eats breakfast. The member of staff should record their concerns on a 'Concern Form', if not using 'MyConcern'. For staff with access to 'MyConcern' they should select the appropriate category and record their concerns.
- **Concerns about adults-** (including supply staff and volunteers) working in the academy may harm children or behave in a way that might indicate they would pose a risk of harm to children.

All staff will follow Sheffield Safeguarding Partnership and Safeguarding Pupils Procedures. These are can be found on the academy system under "Safeguarding" and are also located on the local safeguarding polices and guidance page of:

<https://www.safeguardingsheffieldchildren.org/sscb>

The Sheffield Safeguarding Partnership thresholds document supports the DSL and academy staff in their

decision making about the pupil's needs and the appropriate assessment and interventions.

It is not the responsibility of the academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the DSL (or another senior member of staff in their absence) prior to any discussion with parents.

If anyone suspects a child has emerging, complex/serious needs or there are child protection concerns, information about abuse and neglect can be found in Appendix 1.

There will be occasions when adults suspect that a child may be at risk but have no 'real' evidence. The pupil's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or they may have noticed other physical but inconclusive signs. In these circumstances, the adult will try to give the child the opportunity to talk. The signs they have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if they can help in any way.

We will record these early concerns using safeguarding concerns sheets or by logging it on MyConcern. If a child or adult does begin to reveal that a child is being harmed, they will follow the advice in the section 'If information is disclosed to you'.

If Information is Disclosed to Our Staff

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told that the abuse is their own fault.

If a child or adult talks to a member of staff about any risks to a pupil's safety or wellbeing they will need to let them know that they must pass the information on – they are not allowed to keep secrets. The point at which they do this is a matter of professional judgement.

During a conversation with the child or adult:

Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.

Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'

Remain calm and do not over react – the child or adult may stop talking if they feel they are upsetting you. Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'this isn't your fault', 'You are doing the right thing in talking to me'.

Do not be afraid of silences – remember how hard this must be for the child or adult. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.

At an appropriate time, tell the child or adult that in order to help them you must pass the information on. Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.

Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong.

Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them

before the end of the day.
Report verbally to the DSL.
Follow the reporting concerns information for the academy.
Seek support if you feel distressed.

If you are unsure, you should always have a discussion with the DSL to agree the best way forward.

Staff must immediately inform the DSL (Child Protection Form or 'MyConcern') if there is:

- Any suspicion that a child is injured, marked, or bruised in a way, which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviour, which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a pupil's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child/young person.
- Any concerns regarding person(s) who may pose a risk to pupils e.g. living in a household with pupils present.
- Information, which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child is at risk of forced marriage, so called honour-based violence or female genital mutilation (FGM).
- Homelessness concerns.

Notifying parents

We will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment would benefit the child and their family the most appropriate member of academy staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL will make contact with the parent or carer. However, if the academy believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care. (Please see above reference to GDPR and disclosure).

Getting help for the child

If a referral to Social Care is not considered appropriate, consideration will be made to what support the child and family need. The academy will consider what support could be offered within the academy, it may be useful to undertake an EHA to clarify the pupil's needs/strengths and the supports required and/or make a referral for other services. We will ensure a clear system for recording the decisions made. Regular review of the pupils' needs may indicate that the concerns need to be escalated and a referral to an external agency must be made. However, if the DSL and safeguarding team have assessed that the pupil's needs can be met from within the academy, regular recorded updates of decisions will be placed on the Myconcern record. **Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.**

Using the Early Help Assessment (EHA)

Where parents, carers or pupils tell us that they require support, or academy staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents/carers and child about the support and services that might help and agree how they would be accessed.

Low level needs

Where the academy and another service, e.g. school nurse, may be able to meet the needs, take swift action and prevent needs escalating. The EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

Special Educational Needs and Disability

Birley Spa Primary Academy recognises that there are sometimes additional barriers when recognising signs and abuse in children who have special educational needs/ disabilities. Part 1 Safeguarding Training (KCSIE) covers this area and highlights to staff and volunteers the additional risks.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

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

In our academy, we identify pupils who might need more support to be kept safe or to keep themselves safe. Children in Early Years may also not be able to communicate confidently or effectively and so in our academy's systems are put in place to support communication.

Emerging needs

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a pupil's well-being or a pupil's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and/or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the pupil's needs.

For more information about the early help assessment process see Sheffield Children Safeguarding Partnership website.

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Children's Social Care will be made. See below.

Referral to Children's Social Care

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Pupil's Social Care. See Sheffield Children Safeguarding Partnership threshold document and safeguarding pupils' procedures chapter 1.2 Making a referral to Children's Social Care.

Action following referral

The DSL or other appropriate member of staff will:

Follow up the referral in writing within 24 hours using any existing assessment e.g. early help assessment or the child referral form.

Maintain contact with the allocated Social Worker.

Contribute to the strategy discussion or meetings.

Provide a report for, attend and contribute to any initial and review child protection conference.

Share the content of this report with the parent and if appropriate the child, prior to the meeting.
Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.
Where a child on a 'child protection plan', 'child in need' plan or is 'looked after' moves from the academy or goes missing, immediately inform the key worker in Social Care.
Press for re-consideration if the pupil's situation does not appear to be improving.
See Sheffield Children Safeguarding Partnership Escalation policy.

Confidentiality, sharing information and record keeping

Information will be shared in line with GDPR.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of AGB (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

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

Record keeping

Records of concerns documentation 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. Safeguarding information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Copies of these records will be securely sent to any school to which the child transfers and a confirmation of receipt obtained.

Disclosure

Birley Spa Primary Academy may share data with other agencies such as the local authority, funding bodies and other voluntary agencies.

The individual will be made aware in most circumstances how and with whom their information will be shared. There are circumstances where the law allows The L.E.A.D. Academy Trust to disclose data (including sensitive data) without the data subject's consent.

These are:

- a) Carrying out a legal duty or as authorised by the Secretary of State
- b) Protecting vital interests of an individual/a service user or other person
- c) The individual/service user has already made the information public
- d) Conducting any legal proceedings, obtaining legal advice or defending any legal rights
- e) Monitoring for equal opportunities purposes – i.e. race, disability or religion

- f) Providing a confidential service where the individual's consent cannot be obtained or where it is reasonable to proceed without consent: e.g. where we would wish to avoid forcing stressed or ill individual users to provide consent signatures.

Birley Spa Primary Academy regards the lawful and correct treatment of personal information as very important to our successful working, and to maintaining the confidence of those with whom we deal.

Birley Spa Primary Academy will ensure that personal information is treated lawfully and correctly.

To this end, Birley Spa Primary Academy will adhere to the Principles of Data Protection, as detailed in the GDPR Data Protection Act 2019.

Cross Reference: Freedom of Information Policy; Equality Policy; Data Protection Policy (Academy Level) Information Sharing 2019.

Support for those involved in a safeguarding/child protection issue

Child neglect and abuse is devastating for the child and can result in distress and anxiety for staff who become involved. We will support the pupils and their families and staff by:

Taking all suspicions and disclosures seriously.

Nominating a link person 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 child, a separate link person will be nominated to avoid any conflict of interest.

Responding sympathetically to any request from a child or member of 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 whistle blowing, complaints and disciplinary procedures.

Co-operating fully with relevant statutory agencies.

Safer Recruitment and Selection of Academy Staff at Birley Spa Primary Academy

We have adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse pupils or are otherwise unsuitable to work with them. We complete a full range of checks, which are carried out to minimise the possibility of pupils and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the academy, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for pupils and young people.

Safer practice in recruitment means thinking about and including issues involving child protection and safeguarding pupils at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work checks.

Everyone who works in the academy, including volunteers will have appropriate Disclosure and Barring

Service (DBS) checks. See DBS policy statement. (See Safer Recruitment Policy)

Concerns about safeguarding / Whistleblowing

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime and we encourage all staff to raise any such issues with the academy's Headteacher at the earliest possible opportunity. In addition, the academy's Whistle-Blowing Policy is available to staff who have concerns in this area.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is

0800 0280285

'Extended School' and Off-site Arrangements

Where extended school activities are provided by and managed by the academy, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our pupils attend offsite activities, we will check that effective child protection arrangements are in place. This includes where pupils are educated off-site in alternative provision as a regular activity. In the case of alternative provision, it is the duty of the academy to check that all the required safeguarding checks have been carried out by the alternative provision. The academy will ensure regular safeguarding checks are carried out at the alternative provision and these checks will be recorded and reviewed by the safeguarding team at the academy. Pupil's views of the provision will be sought as a matter of course.

We are committed to keeping children safe whilst on educational visits and residential trips. Our own safeguarding policy and procedures apply at all times. Please refer to the school Educational Visit Policy for further information regarding safeguarding during educational visits.

Allegations Against Staff

At Birley Spa Primary Academy, we recognise the possibility that adults (including supply staff and volunteers) working in the academy may harm children or behave in a way that might indicate they would pose a risk of harm to children. Any concerns about the conduct of other adults in the academy should be taken to the headteacher without delay. (Or where that is not possible, to the Designated Safeguarding Lead).

Any concerns about the headteacher should go to the Director of school. If the concern relates to the Director of schools, it is reported to the (Chief Executive Officer) CEO of the Trust. If it relates to the CEO the referral is made to the chair of the Trust. The Director of schools, CEO and Chair of the Trust Board can be contacted through the main office at L.E.A.D Nottingham.

Safe recruitment practices are vital whenever someone is recruited to work with pupils however, this is not the end of the matter. Academies are safe environments for the majority of pupils and the majority of people who work with pupils have their safety and welfare at heart. Everyone in the academy is mindful that

some individuals seek access to pupils in order to abuse them and that the nature of abuse means that pupils often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by pupils, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff (including supply staff), or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including supply staff and volunteers) it might indicate that they have:

- 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 he or she may pose a risk of harm to children;
- or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (new category)

We will take the allegation seriously and act in accordance with KCSIE 2020. The academy will follow the Managing Allegations Against Staff / Volunteers procedure.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a pupil's welfare brought about by the behaviour of colleagues should be reported.

If you have concerns about a supply member of staff

Supply teachers are not directly employed by our academy but are under the supervision, direction and control of the academy. These members of staff are generally provided by an employment agency or business. Although we are not the employer, we will ensure any allegations are dealt with properly and in line with our managing allegations against staff procedures. In regards to an allegation, we will always seek out the facts and liaise with the local authority designated officer (LADO) and our LEAD Academy Trust Director of School to determine a suitable outcome. We will also ensure we discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst we carry out our investigation.

We will always expect the supply agency to be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. We understand that we will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Initial actions following an allegation

The person who has received an allegation or witnessed an event will immediately inform the Headteacher (or the Trust DSLs if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc.; this should then be signed and dated (see Appendix 6).

The Headteacher where appropriate will take steps to secure the immediate safety of pupils and any urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of pupils.

The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or Police.

The Headteacher or Trust DSLs should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 8. The discussion will consider the nature, content and context of the allegation and agree a course of action.

The Headteacher will inform the Trust DSLs of any allegation.

Consideration will be given throughout to the support and information needs of pupils, parents and staff. If consideration needs to be given to the individual's employment, advice will be sought from HR department.

The academy have a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm, to a child.

Visitors

- All visitors to the academy will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
- Once on site, all visitors must report to reception first. No visitor is permitted to enter the academy via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign using the electronic system, which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the academy's' central record. They must then follow the procedures above e.g. sign into the visitor's book and enter the premises via reception).

Volunteer Risk Assessments

At Birley Spa Primary Academy, we will complete a risk assessment for each volunteer to decide whether an enhanced DBS check is required or not. (Remember, even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check.)

Monitoring and Evaluation of this policy

Birley Spa Primary Academy and LEAD Academy Trust are responsible for monitoring and evaluating the impact of this policy.

The trust board will monitor the impact of the implementation of safeguarding practice through this policy using the Trust's Safeguarding Assurance Cycle.

Appendix 1

Indicators of abuse and neglect

1. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
2. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
3. **Physical abuse:** a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Some of the following signs may be indicators of physical abuse:

Children with frequent injuries;
Children with unexplained or unusual fractures or broken bones;
Children with unexplained -
Bruises or cuts;
Burns or scalds; Bite
marks.

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

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

Some of the following signs may be indicators of emotional abuse:

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
Parents or carers blaming their problems on their child; and
Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

Some of the following signs may be indicators of sexual abuse:

Children who display knowledge or interest in sexual acts inappropriate to their age; Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
Children who ask others to behave sexually or play sexual games; and
Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

The definition is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 19 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and

- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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

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

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Some of the following signs may be indicators of neglect:

Children who are living in a home that is indisputably dirty or unsafe;
Children who are left hungry or dirty;
Children who are left without adequate clothing, e.g. not having a winter coat;
Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
Children who are often angry, aggressive or self-harm;
Children who fail to receive basic health care⁴; and
Parents who fail to seek medical treatment when their children are ill or are injured.

Appendix 2

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues could manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Bereavement/Pupil's death

Stages of Grief: There appears to be a series of stages of grief that individuals may go through in a set order:

Shock
Denial
Depression
Guilt
Anxiety
Anger
Growing Acceptance

As a member of staff in the short-term, you can:

- tell pupils the facts of the incidents (stop rumours);
- answer questions honestly;
- create a supportive atmosphere where feelings can be expressed;
- enable your pupils to share thoughts and feelings;

- let them know if you are grieving too;
- help your pupils to realise that their grief is natural and normal;
- be alert to pupil's behaviour;
- be aware of specific problems relating to school work;
- make sure your pupils can make use of arrangements in school such as a quiet place and/or someone to talk to;
- provide resources for pupils to read and discuss (if appropriate);
- try to keep the normal routines going;
- help to create a network whereby pupils who are most affected can meet and talk together with a member of staff (if appropriate) for as long as is necessary.

Be aware that staff responses will vary in implementing the above.

Don't feel guilty if you need some support in working with your class on these issues.

Bullying (racist, disability, homophobic, transphobic)

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

In this case, all incidents are recorded in class logs and referred to the Headteacher, Deputy Headteacher or Assistant Headteacher for further investigation and appropriate action.

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, could act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance immediately.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers and Trust 'best practice' of three. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2019), the school has:

Staff who understand what to do when children do not attend regularly

Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when we plan to take pupils 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
- We will ensure that pupils who are expected to attend the school, but fail to take up the place will be 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.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online

Child criminal exploitation: county lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is

an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 19 years;
- can affect any vulnerable adult over the age of 19 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- •can be perpetrated by individuals or groups, males or females, and young people or adults; and
- •is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur with technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

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

- Staff should be aware of the key indicators of children being sexually exploited which can include:
 - going missing for periods of time or regularly coming home late;
 - regularly missing school or education or not taking part in education;
 - appearing with unexplained gifts or new possessions;
 - associating with other young people involved in exploitation;
 - having older boyfriends or girlfriends;
 - suffering from sexually transmitted infections;
 - mood swings or changes in emotional wellbeing;
 - drug and alcohol misuse; and
 - displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend-Girlfriend / Boyfriend-Boyfriend / Girlfriend-Girlfriend

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

All staff must be aware and alert to indications or allegations of domestic violence:

- Prolonged and or regular exposure to domestic violence can have a serious impact on a pupil's development and emotional well-being.
- It will affect social relationships and ability to function at school.
- Pupils may be subject to physical violence themselves.
- Physical and psychological abuse can impair the abused parent's ability to care for and protect the child.
- The impact of domestic violence is exacerbated when combined with drink or drug misuse.

Pupils may be pressurised into concealing parental conflict or domestic violence.

Even when violence is not present pupils can suffer extreme anxiety and distress through exposure to parental conflict.

In this case, all information needs recording on a concern form and referring to the DSL. Social Care is likely to be informed following this.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Drugs/Alcohol abuse

Drug abusers often try to conceal their symptoms and downplay their problem. Warning signs include: bloodshot eyes, pupils in the eyes being larger or smaller than usual, changes in appetite or sleep patterns, sudden weight loss or weight gain, deterioration of physical appearance, personal, grooming habits, unusual smells on breath, body, or clothing, tremors, slurred speech, or impaired coordination.

Behavioural signs of drug abuse include: drop in attendance and performance at school, unexplained need for money or financial problems, may borrow or steal to get it, engaging in secretive or suspicious behaviours, sudden change in friends, favourite hangouts, and hobbies, frequently getting into trouble (fights, accidents, illegal activities).

Psychological warning signs of drug abuse include: unexplained change in personality or attitude; sudden mood swings, irritability, or angry outbursts; periods of unusual hyperactivity, agitation, or giddiness; lack of motivation; appears lethargic or "spaced out"; appears fearful, anxious, or paranoid, with no reason.

In this case, complete a concern form and pass to the DSL. Discuss with parents for possible outcomes.

Extremism and Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a

fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Terrorism

This is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of

Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

Honour Based Abuse

Honour Based Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers⁹⁹ that requires a different approach (see following section).

Harmful Sexual Behaviour

This may include using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other pupils or adults.

In this case, all information needs recording on a concern form and referring to the DSL.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 19. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁰ Unless the teacher has good reason not to, they should

still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 19 or over. In these cases, teachers should follow local safeguarding procedures.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Things to be aware of in dealing with cases of FGM

For many people, prosecuting their family is something they simply will not consider.

If the girl is from overseas, fleeing potential FGM and applying to remain in the UK as a refugee is

a complicated process and may require professional immigration advice (see www.ukba.homeoffice.gov.uk/asylum for more information about the asylum application process).

Professionals need to be extremely sensitive to these fears when dealing with a victim or potential victim from overseas, even if they have indefinite leave to remain (ILR) or a right of abode, as they may not be aware of their true immigration position. These circumstances make them particularly vulnerable.

Do not allow any investigation of their immigration status to impede police enquiries into an offence that may have been committed against the victim or their children. UK Border Agency officials and police officers may choose to establish an agreement or protocol about how any two simultaneous investigations may work.

Other risk factors include:

- where the family is less integrated within UK society
- where the mother or other women in the extended family have also been subject to FGM
- where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

Summary

It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although its true extent is unknown due to the hidden nature of the crime.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls and has severe short-term and long-term physical and psychological consequences.

As FGM is a form of child abuse, it should be dealt with according to our existing Child Protection Policy.

Do not reveal that any enquiries might be related to FGM, as this could increase the risk to the girl.

Do not engage at this stage with the pupil's family or others within the community.

Your Designated Child Protection Person must share any concerns that the school has with

Children's Social Care.

Children's Social Care may approach the police for assistance and there might be a joint investigation.

Particular attention may be given to other family members who might also be at risk

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 19. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Gang activity and youth violence

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

In this case, all information needs recording on a concern form and referring to the DSL.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Pupils and young people can be groomed online, or by someone they have met - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many pupils and young people don't

understand that they have been groomed, or that what has happened is abuse.

In this case, all information needs recording on a concern form and referring to the DSL. A referral will then be made to Social Care and the Police.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff

should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.
- Up skirting - is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Schools in the Trust should believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by these studies

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability;
- Race;
- Religion;
- Gender identity;
- Sexual orientation.

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault;
- derogatory name calling, insults, for example racist jokes or homophobic language;
- hate graffiti (e.g. on school furniture, walls or books);
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations;
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse;
- inciting hatred or bullying against pupils who share a protected characteristic;
- prejudiced or hostile comments in the course of discussions within lessons;
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background;
- refusal to co-operate with others because of their protected characteristic, whether real or perceived;
- expressions of prejudice calculated to offend or influence the behaviour of others;
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

Schools we will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school;
- taking preventative action to reduce the likelihood of such incidents occurring;
- recognising the wider implications of such incidents for the school and local community;
- providing regular reports of these incidents to the Trust DSLs;
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes;
- dealing with perpetrators of prejudice-based abuse effectively;
- supporting victims of prejudice-based incidents and hate crimes;
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 19, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Pupils Who Go Missing From Home/School

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2019) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils 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

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

If a pupil runs out of school and does not return, the school must inform parents and then alert the Police.

Prostitution

Staff should consider the following indicators in order to make an assessment, being aware that this may include elements of the above.

- Changes in behaviour;
- Lateness;
- Missing from home;
- Non school attendance;
- Unusual or excessive amounts of money or gifts/clothes;
- Signs of physical abuse;
- Lack of concern or care about self;
- Drugs;
- Alcohol;
- Rejection of usual friendship groups and withdrawal;
- Attitude to school rules and discipline.

The child or young person has not committed a crime. They are vulnerable to abuse and violence and must be protected.

A concern form must be completed and given to the DSL who then must report it to Social Care and the Police.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may

overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual Violence and Sexual Harassment

The school follows the guidance set out in ‘Sexual violence and sexual harassment between children in schools and colleges’ (DfE, 2019).

Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We believe that sexual violence and sexual harassment is never acceptable and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the police.

The school will take seriously any incidents of sexual harassment, including sexual comments, ‘jokes’ or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

The school recognises that some pupils are at greater risk of sexual violence and sexual harassment, including girls, pupils who are LGBT and those with SEN and disabilities, and may need greater support.

Reports of sexual violence and sexual harassment will be dealt with by the Designated Safeguarding Lead, in partnership with the headteacher. Some incidents must be reported to the police or social services, others may be dealt with in school.

Our curriculum will help young people develop healthy, respectful relationships with each other, and with staff. The curriculum includes opportunities to discuss gender roles, stereotyping, prejudice and equality.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;

- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

Sexting (also known as youth producing sexual imagery)

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Witchcraft

This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs. Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which pupils become at risk of poor outcomes due to factors such as family stress, deprivation, domestic violence, substance abuse and or mental health problems. In addition, pupils who are different in some way, perhaps because they have a disability, an illness, learning needs, or are exceptionally bright, might be targeted in this kind of abuse. In some cases, there will be no obvious difference and the child will have been targeted because they will have been perceived to be 'spiritually' different.

Report concerns on a concern form and pass to the DSL. If the child is at risk of immediate harm, complete on an orange concern form and pass to the DSL for immediate referral to Social Care.

Appendix 3

Additional support for academies

Partnerships - Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils.

Examples of this are:

Parental E-learning (free): Child Sexual Exploitation is a high-profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe/>

Pint Size Theatre: Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact is via email www.pintsizetheatre.co.uk or Tel: 0115 8419853.

NSPCC Child line Project: (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with pupils about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email: - EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

Further Guidance

Female Genital Mutilation (FGM)

<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

Pupils who may have been trafficked

<https://www.gov.uk/government/publications/safeguarding-pupils-who-may-have-been-trafficked-practice-guidance>

Gang and Knife Crime DCSF – 00064-2010

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_pupils_Gang_activity.pdf

Homophobic, Transphobic Bullying

<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>

Guidance is also available on the Nottingham City Safeguarding Partnership website for Pupils with Looked After Status and Pupils Missing from Home and Care

Private fostering arrangements- www.privatefostering.org.uk

Further information and guidance around Disqualification by Association produced by Nottingham City Council's HR Advisory Service can be found here in the Downloads section: <http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>

Information holding and sharing

GDPR and Withholding Information

We at Birley Spa Primary Academy will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows academies to share special category personal data. This includes allowing people to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt we will always seek independent legal advice.

Seven Golden Rules to Sharing Information

Remember that the GDPR Data Protection Act 2019 Information Sharing 2019 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living persons is shared appropriately.

Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

Seek advice for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.

Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, it shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Further details on information sharing can be found:

- Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to

information sharing

- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR

Appendix 4

Child Protection Form – Immediate danger or at risk of harm

"Any member of the school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern and send to the Designated Safeguarding Lead (DSL). If the concerns are immediate, please tell the DSL straight away."

Date

Time

Name of individual cause for concern is about Class Age (if known)

Address (if known)

Known Agency Involvement

Previous concern known Yes No

Describe your concern

Observations to support cause for concern

EHA in place Yes No

Reported to Safeguarding Team: (Louise Pink/Simon Smith/Katherine Johnson)

Name of person completing this form:

Position:

Signature of person completing the form:

Date:

Time:

Appendix 5

Child Protection Concern Form

Pupil's Name : _____

Class : _____

Date : _____

Your Name : _____

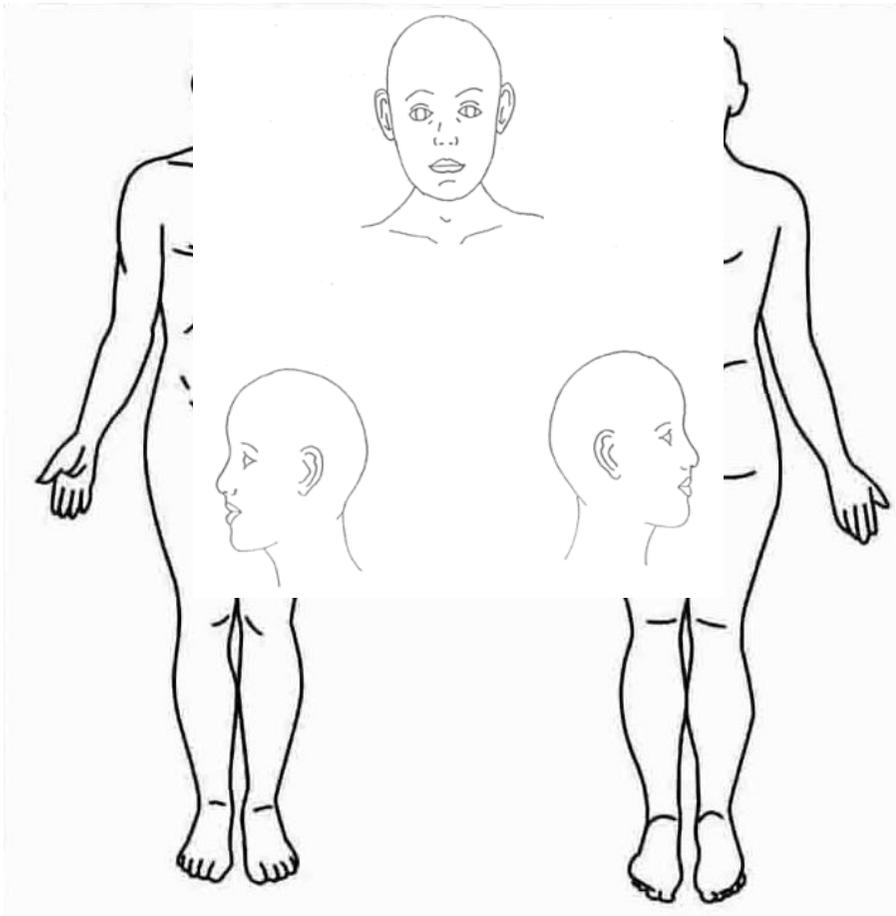
Concerns

Actions

Appendix 6

Body Map

Pupil's Name: _____



Please record the location and nature of any injury

Name:

Signature:

Date:

Appendix 7 - Categories for recording a concern on 'Myconcern'

| |
|------------------------------------|
| Accidents |
| Alcohol |
| Attendance |
| Behaviour |
| Bereavement/Death |
| Bullying |
| Child Missing From Education |
| Child Missing From Home/Care |
| Child Protection - Emotional Abuse |
| Child Protection - Neglect |
| Child Protection - Physical Abuse |
| Child Protection - Sexual Abuse |
| Child Sexual Exploitation |
| Classroom Disruption |
| Culture/Diversity |
| Cyberbullying |
| Disability |
| Domestic Violence |
| Drugs |
| Eating/Food |
| Emotional Health |
| E-safety |
| Extremism/Radicalisation |
| Fabricated/Induced Illness |
| Faith Abuse |
| Female Genital Mutilation |

| |
|-------------------------------|
| Forced Marriage |
| Gang Activity |
| Gender-Based Violence |
| Grooming |
| Harassment |
| Home Issues |
| Homelessness |
| Homophobia |
| Sexualised Behaviour/Language |
| Injury |
| Medical Condition |
| Mental Health |
| Near Miss |
| Physical Health |
| Private Fostering |
| Progress/Attainment |
| Racism |
| Relationships |
| School Security |
| School Trips/Visits |
| Self-Harm |
| Sexting |
| Significant Incident |
| Smoking |
| Stalking |
| Suicidal Thoughts |
| Teenage Relationship Abuse |

| |
|--------------------------------|
| Trafficking |
| Transport |
| Underage Sexual Activity |
| Physical Intervention by Staff |
| Violence |
| Welfare |

Appendix 8

Links to Guidance to Safer Working Practices

<https://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Regulated Activity in Relation to Children: Scope

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

Putting Pupils First – good recruitment practice

https://www.rec.uk.com/_data/assets/pdf_file/0011/346592/Putting-Pupils-First-28.02.17.pdf

DBS Advice

<https://www.gov.uk/dbs-check-applicant-criminal-record>

<https://www.gov.uk/government/publications/dbs-identity-checking-guidelines/id-checking-guidelines-for-dbs-check-applications-from-3-september-2019>

Overseas Criminal Records Check

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/607755/Criminal_Record_Checks_Apr_17.pdf

Right to Work in the UK

<https://www.gov.uk/legal-right-work-uk>

Appendix 9

COVID 19 – Addendum to Safeguarding Policy

Version 2 – 20th May 2020

Our vision

In these very difficult and unprecedented times, safeguarding is still at the heart of our policy and practice at Birley Spa Primary Academy. Birley Spa Primary Academy fully recognises the contribution it can make to protect children and support all pupils amid the Coronavirus epidemic. This is especially important as we approach a time where we are welcoming some pupils back into the academy. The aim of this addendum to our Safeguarding Policy is to safeguard and promote our pupils' welfare, safety and health whether they are in school or are learning remotely. The pupils' welfare is of paramount importance, particularly as academies within the Trust navigate the challenges of remote learning combined with the safeguarding of all pupils.

At Birley Spa Primary Academy, despite the current challenges we face, it is still our policy to listen to our pupils, take our pupils' health and welfare seriously, and to act with urgency to prevent harm and to keep them safe. Our processes for contacting pupils are outlined in Appendix 5 below.

Safeguarding at Birley Spa Primary Academy

*'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. **This means that they should consider at all times, what is in the best interests of the child.**'* KCSIE 2019

Keeping Children Safe in Education still forms the basis for our Safeguarding Policy. The statutory guidance still applies even though the vast majority of our pupils are not in the academy full time.

As far as is reasonably possible we will continue to take a whole institution approach to safeguarding. This will allow us to satisfy ourselves that any new policies and processes in response to coronavirus are not weakening our approach to safeguarding or undermining policy.

Key Persons Responsible for Safeguarding at Birley Spa Primary Academy

Safeguarding Team / DSLs – Louise Pink, Katherine Johnson, Simon Smith, Kate Barrett, Sarah Peck and Carolyn Robinson

It is important that all staff and volunteers (should they be needed), have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them. Best practice is to have a DSL on site. If this is not possible and in line with Government guidance, a DSL must always be contactable during the school day for either face-to-face discussions or a telephone call. In this current climate, the Government has relaxed the requirement for DSLs to have an up to date training certificate.

Some key contacts are:

LADO – Hannah Appleyard 0114 2734850

NSPCC helpline number: 0808 800 5000

Sheffield Safeguarding Hub: 0114 2734855

L.E.A.D. Academy Trust DSL – Neil Spencelayh (07710391272)

LEAD Academy Trust DSL – Jan Connor (07808528131)

LEAD Academy Trust Safeguarding Compliance officer – Becky Hyder (07935219250)

The Legal Framework

Academies within L.E.A.D. Academy Trust work within their relevant local authorities. Local Authorities have an overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area. At Birley Spa Primary Academy, our local authority is Sheffield City Council. The local safeguarding partnership, known as Sheffield Safeguarding Hub, is working with our academy to support us to safeguard our pupils during the pandemic and period of returning to school. Their revised guidance can be found in appendix 1 of this addendum.

In September 2019, the DfE published the latest 'Keeping Children Safe in Education' (KCSIE) – statutory guidance for schools and colleges. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with.

During the current situation this remains the main statutory guidance for all in the academy community to have due regard to.

Our Commitment During COVID 19

Birley Spa Primary Academy and L.E.A.D. Academy Trust's commitment to safeguarding includes:

- ensuring all staff, visitors and volunteers in our academy understand their responsibility to safeguard pupils, particularly in this crisis where revised procedures may be in operation;
- having in place relevant safeguarding arrangements which are designed to take account of all possible safeguarding issues and any unusual or unforeseen concerns which could be raised during the COVID 19 situation and upon pupils returning to school;
- reflecting that staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures;
- ensuring all safeguarding concerns are investigated and acted upon, and an immediate risk assessment is undertaken to keep pupils safe;
- continuing to adhere to safe recruitment practices;
- having appropriate arrangements in place to ensure we continue to work closely with other agencies and share information with other professionals in line with statutory requirements, whilst adhering to government guidance on social distancing and safe working;
- taking account of any revised Sheffield LA procedures and practices established by the Safeguarding Partnership, complying with any requests from that body in a timely manner;
- having a culture in our academy of listening to children and taking account of their wishes and feelings by keeping regular, appropriate contact with pupils through our systems of communication;
- providing appropriate support for staff;
- maintaining clear policies for dealing with allegations against people who work with children;
- maintaining clear whistleblowing procedures;
- having a designated teacher to support children who are looked after, those who are post care and pupils who are adopted to ensure we to keep these pupils safe, liaising with the virtual school Headteacher as necessary;
- having in place appropriate safeguarding responses to children who fail to attend when expected, and those who go missing from education;

- fulfilling all statutory responsibilities in respect of safeguarding and promoting the welfare of children.
- Ensuring that there is a qualified first aider on site and the appropriate ratio levels are fulfilled with regards to first aid.

COVID 19 Specific Safeguarding Roles and Responsibilities of Staff

(please note that this guidance is to be viewed alongside the Academy Safeguarding Policy and procedures and will be reviewed on a regular basis for further updates and changes)

| Role | Responsibility |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Local Authority | <ul style="list-style-type: none"> • Ensure children of critical workers and vulnerable children can, where required, attend our academy. • Maintain effective safeguarding and child protection services in this challenging time to ensure schools and colleges can access the support they need. |
| Lead Academy Trust DSL and Safeguarding Compliance Officer | <ul style="list-style-type: none"> • Act as a point of contact for all academies within the Trust for any safeguarding related issues, circumstances or concerns. • Make sure that all academies are up to date with the latest guidance from the DfE / government. |
| Safeguarding Governor | <ul style="list-style-type: none"> • Has an overview of the revised addendum and procedures. |
| Headteacher | <ul style="list-style-type: none"> • Has overall responsibility for all pupils on roll at the school, ensuring that all staff are aware of their responsibilities. • Make sure that all staff and the safeguarding governor are aware of, have seen and understood the revised addendum. • Has made sure that all staff are aware of the revised arrangements. • Ensuring that all emergency contact numbers and details are kept up to date. |

- | | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Ensuring safeguarding induction procedures are still in place for any new member of staff or staff relocating to the academy during this time.• Ensuring that the senior leadership team has a plan for how bereavements may be handled, including obtaining any support services (see charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter).• Being mindful of peer on peer abuse. Given the very different circumstances, a revised process will need to be in place for supporting pupils to report peer on peer abuse. Headteachers will need to ensure they manage any report of such abuse and supporting victims (see Appendix 5).• Ensure that welfare calls and checks are conducted as per Trust guidance (Appendix 2).• Ensuring the maintenance of the welfare calls for pupils not currently eligible to return to school.• Maintain the risk assessments of all vulnerable pupils not eligible to return to school.• Maintain the risk assessments and procedures for eligible pupils being kept at home.• Ensure the risk assessments for EHCP pupils are reviewed and up to date. They should clearly state whether they are returning to school and if not, why they have not been readmitted if they are currently eligible. Ensure that there is a plan in place to readmit these pupils if they are eligible.• Mental health – ensure that staff are aware of the EAP (Education Assistance Programme) which continues to offer support for all staff.• Ensuring that there is qualified first aider on site |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | |
| DSL | <ul style="list-style-type: none"> • Fulfil their role as per their DSL job description. • Maintain up to date lists of vulnerable pupils. • Is on site or available by phone or via video link during school hours. • Knows how to contact 'front door' / social care services. • Knows how to contact individual social workers. • Knows who the LA Virtual School Headteacher is and how to contact them. • Maintains safeguarding induction procedures so that any new member of staff or staff relocating to the academy during this time are up to date with the school's safeguarding procedures and practice. • Ensures each vulnerable pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details. For Looked After Children, the name of the relevant Virtual School Head. Kept in a folder and locked away in a secure place. • Knows how to raise any safeguarding issues that may arise during any online learning (Contact headteacher and LEAD IT). • Ensures that SLT has a plan for how to manage bereavements and how they may be handled, including obtaining any support services (see charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter). • Ensures peer on peer abuse is considered as a priority - given the very different circumstances, a revised process |

| | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>will need to be required for managing any report of such abuse and supporting victims. (See Appendix 5)</p> <ul style="list-style-type: none"> • Ensure that links to mental health services for pupils are on the school website • Healthy minds information has been shared with parents/carers. • Ensure all relevant risk assessments are in place for all non-attending vulnerable pupils and that these are reviewed each week. Ensure that they clearly state whether the pupil is attending or not, whether they are eligible to attend and if they are not attending that the risk assessment clearly states why and what is place to re-integrate when appropriate. |
| All other teaching staff | <ul style="list-style-type: none"> • Have read and understood the updated addendum to the Safeguarding Policy. • Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers, and know what support may be available. • Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and LEAD IT). • Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns. • What they should do if they have any concerns about a child, including new concerns where children are returning to school. • Have access to the Trust's EAP for support and advice. • Have regular check in/reviews with their line manager/phase leader. |

| | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Have daily briefings with SLT when they are in school. |
| All other non - teaching staff | <ul style="list-style-type: none"> • Have read and understood the updated addendum. • Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available. • Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and LEAD IT). • Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns. • What they should do if they have any concerns about a child, including new concerns where children are returning to school. • Have access to the Trust's EAP for support and advice. • Have regular check in/reviews with their line manager/phase leader. • Have daily briefings with SLT when they are in school. |

Designated Safeguarding Lead (DSL)

The first option in Birley Spa Primary Academy is always to have a trained DSL or deputy available on site. However, we acknowledge that in exceptional circumstances this may not be possible. Where this is not possible, a DSL will be available and on duty for face to face or telephone discussions. If both those options are unavailable, we will contact Jan Connor or Becky Hyder from Lead Academy Trust for initial advice.

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

Vulnerable Pupils

The definition of vulnerable pupils as defined by Government guidance are:

Vulnerable children for the purposes the coronavirus outbreak are those across all year groups who:

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

Protecting vulnerable pupils and those with an EHCP is a priority.

Please see [‘guidance on vulnerable children and young people’](#) for further information.

Local authorities have the key day-to-day responsibility for delivery of children’s social care. Social workers and Virtual School Headteacher (VSHs) will continue to work with their vulnerable children in this difficult period and should support these children to work with the academy to access our academy if possible. There is an expectation that children with a social worker will attend provision, unless in consultation with the child’s social worker and family, it is agreed this is not in the best interests of the child. This will be evidenced in a risk assessment completed for all vulnerable pupils and children with EHCPs (a copy to be held in the academy and one with the relevant agency i.e social care or SEND department.) **See Appendix 3 and 4.**

These risk assessments will be reviewed in light of returning to school to re-assess whether attendance at school is appropriate, and if not giving the rationale and reasons as to why.

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children’s social care support.

School staff should continue to work with, and support, children’s social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

Attendance

For vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so. We will work with all other relevant partners to support the relevant families and pupils to return to school or college, where attendance is appropriate.

A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable)
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school, college or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable)

We will follow up on any child that is considered vulnerable if they do not attend during this time. We will also follow up with any parent or carer who has arranged for their children to attend school and who subsequently do not attend.

We will also take the opportunity when we communicate with parents and carers to confirm that the emergency contact numbers we hold are correct, and will ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child, with an allocated social worker does not attend, or discontinues attending, we will notify them or social care.

At Birley Spa Primary Academy we will resume taking our attendance register from 1 June and continue to complete the online Educational Setting Status form. Our academy will also provide attendance information to the Local Authority and to the Trust.

Safe and Well stages:

1. Monitor attendance through normal attendance procedures
2. Phone calls to check children are safe and well at the already agreed time schedules for your school (use school phone):
 - contact CP families every 3 days;
 - contact CIN and vulnerable families once per week.
3. Home visits **(These should only be for CP/CIN and vulnerable children and any children where all other avenues of contact have been unsuccessful, including social care and where there is a real worry about the safety of a child or family)**

- They should only be conducted with two members of school staff and to a home where it is deemed safe to do so.
- Staff should travel separately (ensure that car insurance covers business use, with at least one charged school mobile phone, and personal items should be kept to a minimum)
- Direct contact with parents/carers should be avoided
- Contact should only be at least two metres distance or view through windows
- Only members of staff who are willing to go should conduct home visits. No member of staff can be made to go.
- These safe and well checks will be maintained during partial opening for some year groups.
- Risk assessment for pupils will be reviewed in keeping with the new partial opening.

If school is delivering lunches and the pupils are seen this can be considered a 'safe and well' check as well.

If it is felt that there is an immediate danger to a child, then the police should be called using 999

Children Moving Schools

If a pupil moves school during this time, it is important that the academy provides the receiving school with any relevant welfare and child protection information. This is especially important where children are vulnerable. For looked-after children, any change in school will be led and managed by the VSH with responsibility for the child. The receiving school should be aware of the reason the child is vulnerable and any arrangements in place to support them. This advice may change as the DfE and local authorities clarify the position on this.

As a minimum and as relevant to the child, we will ensure that the new school will have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH) is.

This will ideally happen before the child arrives and, where that is not possible, as soon as reasonably practicable. Any exchanges of information will be organised and co-ordinated by a DSL (or deputy), and will also include our special educational needs co-ordinator (SENCO) (Jo Miller) for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case, the headteacher or the most senior member of staff will take responsibility.

Safer Recruitment / Training and Induction

At Birley Spa Primary Academy, all staff will already have had safeguarding training and have read Part 1 of KCSIE 2019. We will make sure that all staff are aware of any new local arrangements so they know what to do if they are worried about a child. This is being addressed in this addendum.

Where we recruit new staff, or new volunteers in this COVID 19 period and phased returning of pupils, the DSL will continue to provide a safeguarding induction. An up to date safeguarding policy will support this process as will Part 1 of KCSIE 2019.

At Birley Spa Primary Academy, we understand that it is essential that people who are unsuitable are not allowed to work with children or gain access to them. Where we recruit new staff, we will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in Part 3 of KCSIE. In response to coronavirus, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. The Home Office and Immigration Enforcement have also temporarily adjusted the right to work checks due to the coronavirus outbreak.

We also understand that there is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason we have concerns about an individual, we may obtain a new check in the usual way.

Volunteer adults will not be used in our Academy at this time. However, should a time arise where we are being supported in the Academy by volunteers as a last resort, we will continue to follow the checking and risk assessment process as set out in our main Safeguarding Policy. Under no circumstances will we allow a volunteer who has not been checked to be left unsupervised or to work in regulated activity.

We will continue to follow our legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to, a child or vulnerable adult and will consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's [Teacher misconduct advice for making a referral](#). During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk.

Whilst acknowledging the challenge of the current environment we will continue to keep our single central record (SCR) up to date.

Online Safety

As more children return it is important that we, at Birley Spa Primary Academy continue to provide a safe online environment for those who remain at home. There is a high priority placed on this aspect while a significant amount of our pupils are at home. Some pupils will more than likely be accessing increased 'screen time'. At Birley Spa Primary Academy we will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the Academy's IT systems, or on recommended resources. Birley Spa Primary Academy will work closely with LEAD IT to maintain safe IT arrangements. We will ensure that all online and remote learning tools are GDPR and statutorily compliant.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any concerns will be dealt with as in the safeguarding policy and, where appropriate, referrals will continue to be made to social care and as required the police.

We always consider the safety of the children when they are asked to work online. The starting point for online teaching follows the same principles as set out in our 'Code of Conduct' and 'E-Safety' policy. This policy includes acceptable use of technologies, staff pupil/student relationships, and communication, including the use of social media. The policy applies equally to any existing or new online and remote learning arrangements.

An essential part of the online process we will ensure children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online.

We will ensure that pupils, parents and staff have access to support and advice in making sure that online and remote learning is done in a safe way which minimises the risks to all.

As we are in regular contact with parents and carers, we will use those communications to reinforce the importance of children being safe online. See Appendix 5 for methods of communication. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access, and be clear who from the school (if anyone) their child is going to be interacting with online.

At Birley Spa Primary Academy we realise that some parents may choose to supplement our online offer with support from online companies and, in some cases, individual tutors. In our communications with parents and carers we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Mental Health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where we have children of key workers and vulnerable children on site, and more children returning to school from 1 June onwards, we recognise that they could have concerns with their emotional wellbeing which could impact on how they behave and feel about returning to school. At Birley Spa Primary academy we have an extensive PSHE and pastoral curriculum in place to support these children and their families and if required we will ensure that appropriate support is in place for them which could include referrals to other agencies should the need arise.

This Policy should be read alongside the main safeguarding policy and in conjunction with other relate policies listed in the main policy.

Date of issue: 21st May 2020

Appendix 1 – Local Authority Safeguarding arrangements during COVID 19

For changes to the Child Protection Conference process, please see the following.

https://www.safeguardingsheffieldchildren.org/assets/1/covid-19_child_protection_conference_process.doc

For support with safeguarding children during COVID-19 please refer to the Sheffield Safeguarding Hub via the link below

<https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/coronavirus-or-covid-19>

Appendix 2 – Safe and Well Protocols

Welfare calling and checks on vulnerable pupils during school closure.

The Academy will:

- Notify all social workers of the parents/carers decision in whether to send their child into school (ideally via email or letter) and write to all parents concerned stating that you are happy to support and that their decision does not have to be final. You may change your approach as time goes on if there are warning flags from your contacts that any of the students is in difficulties and at risk. Keeping their social workers informed with your views when you have contacted the pupils is important.
- Complete a risk assessment and send a copy to the relevant worker, family and keep a copy on MyConcern for academy records.
- Set up a running record of concern on MyConcern for your CP and vulnerable pupils so a record of contact with families and relevant agencies can be kept. Upload any risk assessments completed for these pupils. (see attached risk assessment form)
- Contact **CP families every 3 days and CIN families once per week to check on welfare**. Any student who you think should be in but doesn't turn up should be contacted daily as per normal attendance procedures.
- Home Visits for CP and the most vulnerable – consider 2 members of staff, travel separately, avoid contact, view through windows.
- Those vulnerable students who do not 'meet' the published criteria of having a social worker, can be invited to attend school at the discretion of the safeguarding team. If it is felt that any of these pupils raises concerns further support of a school pace will be made.
- A list of vulnerable students will be made whom will be contacted on at least a two weekly basis.
- There is no need to call CIN/CP students daily when parents have said they won't be sending them in. Of course if there is need to ring it would be sensible to reinforce that provision is available in school for their child.

Appendix 3 – Vulnerable / CP / CIN pupil risk assessment form

Sample risk assessment: Vulnerable / EHCP Pupils – School or home

- This to be completed by the school to document the reasoning why the child is in school or at home and any risks associated with this.
- The completed risk assessments should remain on site.
- Reviews should be undertaken on a regular basis and if any circumstances change. The frequency of the review will depend on the remaining risks but could be weekly, fortnightly or monthly.

Safe and Well checks:

Identify the level of support or safe and well checks required based upon your risk assessment of students.

Record all contact on CPOMS/MyConcern/other safeguarding records.

Possible Safe and Well stages:

4. Monitor attendance through online learning platform
5. Phone calls to check children are safe and well – use of school phones
6. Home Visits for most vulnerable – consider 2 members of staff, travel separately, avoid contact, view through windows

Background:

13. Do vulnerable children have to continue to go to school?

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

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

Providers may also want to consider how to encourage children and young people to attend provision. Social workers will remain in contact with vulnerable children and families, including remotely if needed.

20. Do all children and young people with an EHC plan need to continue at school?

Schools, colleges, other training providers and local authorities will need to consider the needs of all children and young people with an EHC plan, alongside the views of their parents, and make a **risk assessment for each child or young person**. They will need to consider a number of different risks to each individual, including:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required
- the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual’s parents or home to ensure their health and care needs can be met safely
- the potential impact to the individual’s wellbeing of changes to routine or the way in which provision is delivered

Source: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

| | |
|-----------------------------------------------------------------------------------------------------------------|--------|
| Pupil Name | |
| D.o.B. | |
| School | |
| Completed by | |
| Parent / Carer and young person’s viewpoint of risks of being at home or school (use criteria on page 1) | |
| Home | School |

| | | | |
|-------------------------------------------------------------------------------------------------|---------|----------------------------------|-----------|
| | | | |
| Social care viewpoint of risks of pupil being at home or school (use criteria on page 1) | | | |
| Home | | School | |
| | | | |
| School viewpoint of risks of pupil being at home or school (use criteria on page 1) | | | |
| Home | | School | |
| | | | |
| Final decision and reasoning | | | |
| In school <input type="checkbox"/> | | At home <input type="checkbox"/> | |
| | | | |
| Actions already taken by the school to support the child at home (if applicable) | | | |
| | | | |
| Further and ongoing actions to be taken by the school | | | |
| Action | By Whom | Target Date | Completed |
| | | | |

| | | | |
|----------------|--------------------------|--|--|
| | | | |
| | | | |
| Reviews | Agreed Review frequency: | | |
| Date: | Changes: | | |
| | 1 st version | | |
| | | | |
| | | | |

Appendix 4 – EHCP/SEND pupil risk assessment form

Those with an EHC plan should be **risk-assessed by their school or college** in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carer’s therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home’.

Fundamentally, schools, settings and parents must first consider: Does the child have one parent who isn’t a key worker and who can safely meet the child’s needs at home? These children should remain at home.

If considering sending the child to school, school staff should consider with the child’s parents about the following risks across home and school contexts:

- Risks to the child or young person (CYP), including their physical health and emotional wellbeing.
- Risks to the family, including their physical health and emotional wellbeing.
- Risks to the setting, including the safety of other CYP and adults.

Things to consider:

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Benefits of staying at home</p> <p>Minimizes risk to the CYP’s health, especially for those with underlying health conditions.</p> <p>CYP is with familiar people at an unsettling time.</p> <p>School staff and other health and care professionals involved with child will be able to provide support including resources and safe and well checks</p> | <p>Potential risks of staying at home</p> <p>Will the CYP’s care needs be met? What needs to change so that they can be?</p> <p>Strain to family of having to care for child around the clock.</p> <p>Potential risk to siblings and parents, if CYP has behaviours of concern.</p> |
| <p>Potential risks of being at school</p> | <p>Potential benefits of being at school</p> <p>Continued routine may reduce confusion and distress to child.</p> |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Risk of catching virus, given proximity to larger group of adults and other CYP, many of whom are children of frontline key workers.</p> <p>Staffing capacity may mean the setting cannot safely meet CYP's needs.</p> <p>School routine is significantly different, which is likely to cause confusion/distress for CYP with SEND.</p> <p>Absence of adults who have a relationship with the CYP, potentially increasing distress and reducing effectiveness of care.</p> <p>Setting may have reduced capacity and/or knowledge to positively manage complex SEND including behaviours of concern putting other CYP and adults at risk.</p> | <p>Staff have training on approaches and strategies that support emotional regulation.</p> <p>Protective for families at risk of family breakdown.</p> <p>Protects child, siblings or other family members from risk involved in staying at home.</p> <p>Social contact- though this may not be with familiar peers or adults, and could pose significant physical health risks.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Risk Assessment | Pupil with an EHCP or significant SEND which may make them Vulnerable |
| Pupil Name | |
| D.o.B. | |
| School | |
| Completed by | |
| Risks to the child or young person, including their physical health and emotional wellbeing | |
| Benefits | Risk |

| | | | |
|-----------------------------------------------------------------------------------------|---------|----------------------------------|-----------|
| | | | |
| Risks to the family, including their physical health and emotional wellbeing | | | |
| Benefits | | Risk | |
| | | | |
| Risks to the setting, including the safety of other CYP and adults. | | | |
| Benefits | | Risk | |
| | | | |
| Final decision and reasoning | | | |
| In school <input type="checkbox"/> | | At home <input type="checkbox"/> | |
| | | | |
| Actions already taken by the school to support the child at home (if applicable) | | | |
| | | | |
| Further and ongoing actions to be taken by the school | | | |
| Action | By Whom | Target Date | Completed |
| | | | |

| | | | |
|----------------|--------------------------|--|--|
| | | | |
| | | | |
| Reviews | Agreed Review frequency: | | |
| Date: | Changes: | | |
| | 1 st version | | |

Appendix 5 – Interim Procedures for Pupils and Parents/Carers to Contact the Academy and Report Peer-on-Peer or Other Forms of Abuse

Parents and pupils can contact the Academy to report any peer-on-peer abuse via the following methods;

- Contact class teachers via the online learning platform, School Gateway and Marvelous Me App.
- Contact the school directly on the school's phone number and email enquiries.

Parents can seek guidance and advice via the school website, which directs them to other support agencies such as the NSPCC and Sheffield Safeguarding Hub. The website also identifies how they can contact school to report any concerns.

Parents and pupils continue to receive information and advice via the schools newsletter, School Gateway and the Marvelous Me App.