



Discovery Schools
Academy Trust



**Asfordby
Captain's Close**
Primary School



Safeguarding & Child Protection Policy 2020/21

This Safeguarding & Child Protection Policy outlines the commitment of DSAT schools 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. The policy explains how roles, responsibilities and accountabilities are delegated.

This policy was approved as follows:

Approver:	Trust Board	Date:	28 June 2018
Adopted:	Advisory Board	Date:	[Complete]
DSAT owner:	Head of Safeguarding	Version:	3.0
JCG review date:	N/A	Review frequency:	Annually
Status:	Statutory	Next review date:	July 2021

This policy applies to all DSAT schools. The Headteacher is responsible for ensuring that all school specific information is completed and that the policy reflects the context and needs of their school.

Document History

Version	Version Date	Author	Summary of Changes
V1.0	25 June 2018	Liz Braithwaite – Safeguarding Lead	New policy prepared in line with the <i>Keeping children safe in education – Statutory guidance for schools and colleges</i> , September 2018 and “ <i>Working Together to Safeguard Children</i> ”, 2015.
V1.1	2 nd December 2018	Liz Braithwaite – Head of Safeguarding	Addition of DBS checks section 9 , changes to title of Lead professional to Head of. Addition of reporting requirements using CPOMS for staff concerns / allegations.
V1.2	17 December 2018	Helen Stockill – Head of Governance	V1.1 changes agreed by Board
V2.0	2 nd September 2019	Liz Braithwaite – Head of Safeguarding	This annual updated version includes changes due to come in on 2nd September 2019 as set out in KCSIE 2019 (draft). Also, Leicestershire and Rutland Safeguarding Children Partnership arrangements due to come into place on 29th September 2019.
V3.0	9 th July 2020	Liz Braithwaite – Head of Safeguarding	This annual updated version includes changes due to come in on 1 st September 2020 as set out in KCSIE 2020. It also includes a COVID-19 addendum which is applicable when schools are operating either fully or partially closed.

Contents

1. Introduction.....	2
2. Safeguarding Commitment.....	3
3. Roles and Responsibilities.....	4
3.1 General.....	4
3.2 Governance.....	4
3.3 Headteacher.....	6
3.4 Designated Safeguarding Lead.....	7
3.5 Head of Safeguarding and Pupil Wellbeing.....	8
4. Records, Monitoring and Transfer.....	9
5. Support to pupils and school staff.....	10
6. Working with parents/carers.....	13
7. Other Relevant Policies.....	13
8. Recruitment and Selection of Staff.....	14
9. Safeguarding DBS Checks.....	15
APPENDIX 1 - Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child.....	17
APPENDIX 2 - Process for dealing with allegations against staff (incl headteachers) and volunteers.....	19
APPENDIX 3 - References to applicable DSAT IT Policies.....	21
APPENDIX 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation.....	22
APPENDIX 5 -Radicalisation and Extremism Risk Assessment.....	23
APPENDIX 6 -Female Genital Mutilation.....	24
APPENDIX 7 Mobile Phone and Camera Policy.....	25
Appendix 8 - Glossary of terms with guidance.....	26
Appendix 9 - Leicester City Safeguarding Contacts.....	28
Appendix 10 – Rutland Safeguarding Contacts.....	29
Annex 1 – Supplemental Safeguarding and Child Protection arrangements during COVID-19 school closure.....	Error! Bookmark not defined.

Named staff and contacts

School

Designated Safeguarding Lead	Andrea Bailey
Deputy Designated Safeguarding Lead/s	Nic Bates Lee Gill for wrap around care
Prevent Single Point of Contact (SPOC)	Andrea Bailey
Designated Safeguarding Lead (Andrea) for Children in Care and Previously Looked After Children	Andrea Bailey
Designated Safeguarding Lead for Early Help: Designated Safeguarding Lead for E-safety: Chair of the Advisory Board DSAT safeguarding & wellbeing team	Andrea Bailey Andrea Bailey Stephen Hilton Andrea Bailey

Trust

Designated Board member for Safeguarding		
David Williams	0116 279 3462	dwilliams@discoveryschoolstrust.org.uk
DSAT Head of Safeguarding and Pupil Wellbeing:		
Liz Braithwaite	Office: 0116 318 4066 Mobile: 07395 794 356	lbraithwaite@discoveryschoolstrust.org.uk

Local Authority

Safeguarding and Improvement Unit contacts:

LADO / Allegations	Lovona Brown Kim Taylor	0116 305 7597 0116 305 7597
Safeguarding Development Officers:	Simon Genders Ann Prideaux	0116 305 7750 simon.genders@leics.gov.uk 0116 3057317 ann.prideaux@leics.gov.uk
Children Missing from Education	Joanne Rees	0116 305 8162 or 0116 305 7136

First Response Children's Duty (Tier 4 Same-day referrals)

Telephone 0116 3050005
 Email childrensduty@leics.gov.uk
 Address First Response Children's Duty, Room 100b, County Hall, Glenfield, LE3 8RF
 The advice phone number for professionals: Mon - Fri: 9am - 4pm 0116 305 5500
 First response service managers Donna Smalley 0116 3056631, Wendy Collins 0116 3054949

CHANNEL referral (extremism / radicalisation):	0116 248 6726
Early Help – Request for Services	http://lrsb.org.uk/childreport
Early Help queries and Consultation Line	0116 3058727
UAVA Professionals Advice and Referrals	0116 255 0004
All other referrals:	http://lrsb.org.uk/childreport

1. Introduction

1.1 Captains Close Primary fully recognises the contribution it can make to protect children and support pupils in school. 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.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance "Keeping children safe in education – Statutory guidance for schools and colleges", September 2020 and "Working Together to Safeguard Children", 2018
- the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused)
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all trustees, advisory board members, staff, volunteers and visitors to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

1.5 **Extended school activities**

Where the Trust provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Headteacher will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to

liaise with the school on these matters where appropriate. This will be monitored through the school's annual safeguarding audit.

2. Safeguarding Commitment

2.1 For the purposes of this policy, safeguarding and promoting the welfare of children is defined 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; and
- taking action to enable all children to have the best outcomes.

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum Protective Behaviour learning and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and follow the DSAT safer recruitment policy and use the safer recruitment checklist to ensure that all appropriate checks are carried out on new staff and volunteers who will work with children. These include but are not limited to: identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) checks.

2.3 Safeguarding in the Curriculum

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:-

- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)
- Online safety
 - The danger of meeting up with strangers
 - Protective Behaviours Safety Curriculum
 - Fire and water safety
 - Road safety
 - Domestic violence / Healthy Relationships / Consent
 - (so called) Honour Based Abuse issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6),
 - Sexual exploitation of children (CSE), including online
 - Preventing Extremism and Radicalisation (see Appendices 4 and 5)

The school follows the Discovery Statutory Relationships and Sex Education policy alongside delivery of both the Protective Behaviours and Character Resilience Curriculum.

3. Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document and displayed in reception and the staffroom within the school. These names are also readily available to parents and the local community.

3.2 Governance

In accordance with the statutory guidance “Keeping children safe in education” September 2020, the Trust Board and Advisory Board will ensure that:-

- The school has a personalised Child Protection & Safeguarding Policy, procedures and training in place which are effective and comply with the law at all times. The current policy is made available publicly and on the school’s website.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. At least one person fully involved in the recruitment process and on any appointment panel will be Safer Recruitment trained.
- There are procedures for dealing with safeguarding concerns and allegations of abuse against members of staff and volunteers (see Appendix 2).

- The Headteacher is designated to take overall accountability for safeguarding and child protection by the school both within and outside of the school day (“Designated Safeguarding Lead”) including online learning platforms, preschools, wrap around care and holiday clubs.
- There are senior members of the school’s leadership team who are designated to take deputy lead responsibility for dealing with child protection and safeguarding (the “Deputy Designated Safeguarding Lead”) and they will always cover for the Designated Safeguarding Lead role when needed both within and outside of the school day including online learning platforms, preschools, wrap around care and holiday clubs.
- The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead undertakes effective Safeguarding Children Partnership training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings, regular attendance at DSL network meetings, partnership work with the Head of Safeguarding and Pupil Wellbeing etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated at least annually (and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and that new staff, visitors and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities **before any contact with children** (including this policy, Part 1 of Keeping Children Safe in Education, the pupil Behaviour Policy and how to respond if children go missing). The Local Authority Induction leaflet, “Safeguarding in Education Induction – Child Protection Information, Safer Working Practice” will be used as part of this induction and Annex A from “Keeping children safe in education” September 2020 is provided to all staff working directly with children. Dated records of this training, including content covered, attendance list and signed acknowledgement from staff that they have read, understood and will abide to the policies and procedures shared, will be kept by the school.
- Any deficiencies or weaknesses brought to the attention of the Advisory Board will be rectified without delay. The annual safeguarding audit is reviewed by the Advisory Board in the Autumn Term with the Head of Safeguarding and Pupil Wellbeing.
- The Director of Primary Education (working with the Trust Leader) deals with any allegations of abuse made against the Headteacher, firstly in liaison with the Local Authority Allegations Manager (LADO) and then the Head of Safeguarding and Pupil Wellbeing. The Chair of the Trust Board deals with allegations of abuse made against the Trust Leader.
- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers - “Guidance for Safer Working Practice for those who work with children in education settings May 2019”. (supplemented by the COVID-19 Addendum April 2020). Information is provided to the Local Authority (on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.

- An annual safeguarding and wellbeing audit is completed by the Head of Safeguarding and Pupil Wellbeing and outcomes reported back to the Trust Board and Advisory Board through an annual priority plan and risk register. Headteachers review the school's Safeguarding and Pupil Wellbeing action plan regularly with the support of the Head of Safeguarding and Pupil Wellbeing.
- The Advisory Board will support the school with issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead and the Head of Safeguarding and Pupil Wellbeing.
- The Chair of the Trust Board will champion issues to do with safeguarding children and child protection within the trust. The Head of Safeguarding and Pupil Wellbeing will provide information, training and compliance/monitoring reports to the Trust Board at least annually. The Trust Leader will inform the Head of Safeguarding and Pupil Wellbeing as to what information is required by the Trust Board and/or committees at least two weeks in advance of the meetings.
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Trust Board are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified firstly to the Local Authority Designated Officer by the headteacher, then the Head of Safeguarding and Pupil Wellbeing.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children and Family Specialist Services) or the Police.

3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead and Deputies are found in Annex B of “Keeping children safe in education” 2020 and Discovery Schools Academy Trust DSL role descriptors shared with DSL’s as part of the schools performance management process, they include:

- Acting as a point of contact and the provision of information to the Safeguarding Children Partnership on safeguarding and child protection
- Liaising with the trust leader, executive headteacher, headteacher or head of school about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaison with the Head of Safeguarding and Pupil Wellbeing, Advisory Board and the Local Authority on any deficiencies brought to the attention of the Advisory Board and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children’s Duty (and/or Police where a crime may have been committed)
- Referral of cases to the Channel programme (through the local police Prevent Engagement Team) where there is a radicalisation concern.
- Acting as a source of support, advice and expertise within the school and liaising with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral, by liaising with relevant agencies.
- To attend and contribute to child protection conferences and other multi-agency safeguarding meetings when required.
- Being alert to the specific needs of vulnerable children, especially those with a social worker, special educational needs, a disability and young carers and promote their educational outcomes by sharing relevant information with teachers and leaders about welfare, safeguarding and child protection issues.
- Ensure each member of staff has access to and understands the school’s safeguarding/child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection, the pupil behaviour policy, children who go missing in education, and staff behaviour. Staff will be trained to recognise, record and report any concerns immediately they arise and will be provided with Part 1 of “Keeping children safe in education” and Annex A to all staff and those working directly with children; before contact with children is allowed.

- Keep detailed, accurate (including date and time stamp) and secure records of concerns and referrals, including the use of CPOMS;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Where children leave the school, ensure their child protection records are either transferred via CPOMS electronically or handed to the Designated Safeguarding Lead and signed for in the new school as soon as possible - this will be in advance of the pupil arriving where specific ongoing support is required.
- Maintain and monitor secure child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

3.5 Head of Safeguarding and Pupil Wellbeing

The Head of Safeguarding and Pupil Wellbeing of the Trust will:

- Ensure that safeguarding policies, procedures and practice across the academy trust meet statutory requirements.
- Monitor and support all schools so they meet compliance expectations and are developing practice.
- Liaise with the Director of Primary Education, Trust Leader & Headteachers to inform of issues, updates and serious case reviews.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding.
- Liaise with other agencies in relation to wellbeing and safeguarding.
- Complete audits of safeguarding compliance in schools currently in the trust and due diligence of new schools.
- Devise, review and update monitoring and evaluate trust wide systems for safeguarding.
- Support schools with areas for development where appropriate.
- Develop and facilitate the delivery of a high quality curriculum for E-Safety, Safeguarding and wellbeing in schools.
- Support DSL’s in leading and managing processes and procedures in relation to safeguarding and Child Protection:
- To update the Trust central Risk strategy for safeguarding and produce an annual action plan for the development of this area in the schools.

4. Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Senior Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).
- 4.2 The school uses CPOMS secure online monitoring of children protection, safeguarding and wider pupil pastoral welfare software to record child protection and behavioural concerns. Other records will be scanned into CPOMS where possible however if other records exist relating to actual or alleged abuse or neglect they are stored apart from normal pupil or staff records. These records are coded to hide identity and will be recorded on CPOMS to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know. Discussions of specific children and sensitive information should take place in appropriate rooms where confidentiality can be maintained.
- 4.3 Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the Headteacher.
- 4.4 Child protection records are reviewed regularly by the Designated Safeguarding Leadership Team to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon, alongside reviewing the impact of significant events in the child's life such as COVID-19. Records of these reviews are kept in school and any actions taken are clearly identified and logged on the pupil's CPOMS file.
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records. If a pupil's new school does not use CPOMS, the school will run a full student report, and either print a hard copy for a physical handover or send on through a secure electronic system. The school is required to obtain a signed and dated record of the transfer. Where CPOMS is used by the receiving school records will be sent over electronically and securely through the CPOMS system. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover or electronic CPOMS transfer not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police, should be signed for and always copied.
- 4.6 Staff safeguarding concerns will be recorded on the CPOMS Staff system by only the Head Teacher. Staff will be made aware of their duty to report any concerns they have to the Head Teacher immediately and be referred to the Discovery Schools Academy Trust's Whistleblowing policy and procedures.

- The Trust Leader deals with any allegations of abuse made against members of central services, in liaison with the Local Authority Allegations Manager (LADO) and the Head of Safeguarding and Pupil Wellbeing.
- The Director of Primary Education (working with the Trust Leader) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO) and the Head of Safeguarding and Pupil Wellbeing.
- The Chair of the Trust Board deals with allegations of abuse made against the Trust Leader.
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified **firstly** to the Local Authority Designated Officer by the senior DSL dealing with the allegations, then the Director of Education and Head of Safeguarding and Pupil Wellbeing for further investigation.

5. Support to pupils and school staff

5.1 Support to pupils - Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. It is therefore important that staff recognize that mental health concernsFor such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children’s Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, “Keeping Children Safe in Education 2020”.

5.2 Peer on Peer Abuse - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. However, peer on peer abuse is more likely to be perpetrated by boys on girls. There are separate school and local authority or Safeguarding Children Partnership guidances and policies to address these concerns including the pupil Behaviour Policy, Anti-bullying Policy, E-safety Policy and “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance). and the DfE

guidance “Sexual violence and sexual harassment between children in schools and colleges”. Where an incident has occurred or specific risks are identified, a formal risk assessment will be undertaken in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Where specific risks are identified, the Brook Traffic Light Tool for identifying sexual behaviours will be used. Where a pupil is assessed as a red risk the DSL will seek advice from Social Care / Police as appropriate. If a child is identified as amber risk this pupil will be closely monitored and early help strategies put in place including the contacting of additional agencies in agreement with parents where appropriate to support the child and family. Appropriate support will be offered to both the alleged victim and the child or young person accused and a referral to any relevant outside agency will be made eg Police/Social Care.

5.3 **Sexting** - School will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges: responding to incidents and safeguarding young people” will be used to guide the school’s response on a case by case basis.

The key points being:-

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation, distribution of sexual images, blackmail or the deliberate targeting of a vulnerable student, inform the police

5.4 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. ‘Upskirting’ is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person’s clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

Curriculum

- The planned Protective Behaviours Curriculum, PHSE lessons and Relationships Education, Relationships and Sex Education and Health Education will include a number of safeguarding issues as set out in the DfE statutory guidance. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system.

Responding to an incident

- School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', May 2018.
- Relevant staff will liaise with the police, social care and parents as appropriate.
- Support will be offered to both the alleged victim(s) and child(ren) accused . Parents will be included in discussions about the format that this support will take.

5.5 **Children Missing (including absence from school)**– our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when children go missing this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

5.6 **Child sexual exploitation** 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. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime **can be** associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals **may** exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. Criminal exploitation of children is a form of

harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate..

- 5.7 **So-called 'honour-based' abuse** (HBA) encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.
- 5.8 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).
- 5.9 **Complaints or concerns** raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

5.9.1 **Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

6. **Working with parents/carers**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school's website.
- Undertake appropriate discussion with parents/ carers and seek necessary consent prior to involvement of Children & Family Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7. **Other Relevant Policies**

7.1 The Trust and school's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other Trust and school policies, for instance

- Pupil Behaviour Management
- Staff Code of Conduct
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Trips and visits / EVOLVE
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Relationships and Sex Education and Health Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- e-safety
- Extended school activities
- Visitors and Volunteers
- Whistleblowing
- Medications and Medicines

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

8. Recruitment and Selection of Staff

8.1 The school's safer recruitment processes follow the statutory guidance: "Keeping children safe in education September 2020, Part Three: Safer recruitment."

8.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns i.e. about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All

new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children before contact with children is allowed. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

- 8.4 In line with statutory requirements, every interview panel for school staff will have at least one member (Senior Leader/ teacher /manager or advisory board member) who has undertaken safer recruitment training. The DSAT safer recruitment checklist will be used to evidence that all checks have been made prior to appointment.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (updated August 2018).

9. Safeguarding DBS Checks

- 9.1 DBS Checks will be undertaken in accordance with the Keeping Children Safe in Education September 2020 statutory guidance and DSAT safer recruitment practices and procedures. Where A DBS check has been undertaken recently (within 12 months) not by DSAT it will be accepted as long as the following points have been considered:
- the applicant's criminal record or other relevant information may have changed since its issue
 - the level of that check may not be right for the position you're recruiting for
 - you'll need to check that the original application position and workforce are correct for the role you're recruiting for (any original certificate issued from June 2013 will show the workforce 'child' or 'adult', 'child and adult' or 'other')
 - the police disclose information on an enhanced DBS certificate based on child or adult workforce, for which the criminal record check was originally applied for
 - the police disclose information on an enhanced DBS certificate which was submitted for 'other' workforce, in relation to the position for which the criminal record check was originally applied for
 - the information revealed was based on the identity of the applicant, which was validated by another Registered Body
 - that the identity details on the certificate match those of the applicant

Subject to 9.1 Discovery Schools Academy Trust requires the following renewal of Disclosures:

- Staff working with children to undertake a Disclosure upon appointment with existing staff renewals to be carried out each year on a random sample basis (Number of staff to be sampled will be decided by the Headteacher, with Trust central team staff to be decided by the Trust Leader);
- Governors (including Advisory Board Members) to undertake a Disclosure upon appointment and reappointment;
- Trustees to undertake a Disclosure upon appointment and reappointment;
- Members to undertake a Disclosure upon appointment.

9.2 ***Additional DBS information***

The Trust will accept status checks via the DBS Update Service.

Existing employees must disclose any convictions, cautions, reprimands or final warnings that arise during their employment, to the Head teacher immediately. All staff in posts subject to enhanced DBS clearance will be reminded at least annually of their duty to disclose convictions in line with the provisions of this policy. Any failure to disclose relevant information will be regarded as a potentially serious breach of trust and confidence and may result in disciplinary action, potentially leading to dismissal of existing staff or the removal of an offer of employment for an applicant. Where there is a failure to disclose relevant information or upon checking relevant information appears on the DBS check, by an existing employee or applicant a risk assessment will be written, and safeguards will be identified and put in place. These safeguards may include a requirement of the employee to sign up to the DBS Update Service to ensure that more regular checks can be made. This cost will be incurred at the expense of the employee. The school will be responsible in ensuring these safeguards are monitored and reviewed.

All original DBS certificates **MUST BE SEEN** and checked for authenticity before being recorded on the Schools Single Central Record.

APPENDIX 1 - Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) As soon as possible a CPOMS record should be made or any written records, must be dated (including the day) and signed, to what has been alleged, noticed and reported, and kept securely and confidentially in line with the Trust’s GDPR
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible (within 24hrs) write a dated (including the day), timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead or a Deputy Designated Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
- 4) If the allegation is about the Headteacher, the information should be passed to the Trust Leader, then Director of Primary Education, who will contact the Local Authority Allegations Manager (LADO) for advice. If the Trust Leader is unavailable then the DCEO /Deputy DSL will be contacted.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin a case file on CPOMS which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact should be made with the local authority Children's Services where the child lives as this may differ from the school local authority). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these

circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2 - Process for dealing with safeguarding concerns or allegations against staff (including headteachers) , supply teachers and volunteers

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

- 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 would pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Relevant documents:

- DfE "Keeping children safe in education: Statutory guidance for schools and colleges" September 2020 (part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers)

1. Individual Staff/Volunteers/Other Adults who receive the allegation

- I. Write a dated and timed note of what has been disclosed or noticed, said or done.
- II. Report immediately to the Headteacher.
- III. Pass on the written record.
- IV. If the allegation concerns the conduct of the Headteacher, report immediately to the Director of Education. Pass on the written record, signed and dated. (If there is difficulty reporting to Director of Education, contact the Trust Leader or the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

2. Headteacher (or CEO)

- I. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- II. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.

- III. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- IV. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- V. Ongoing involvement in cases:
 - Liaison with the Allegations Manager (LADO)
 - Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome

APPENDIX 3 - References to applicable DSAT IT Policies

Refer to the following policy documents:

- DSAT Mobile Phone and Loaned Property Policy
- DSAT Staff Acceptable Use Policy
- DSAT Social Media Policy

APPENDIX 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently

APPENDIX 5 -Radicalisation and Extremism Risk Assessment

School:

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (DSL)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history:		
Risk evaluation	Low Medium High	Way Forward

Date completed..... Signed.....

APPENDIX 6 -Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

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

APPENDIX 7

DSAT Policy for the use of Cameras and Mobile Phones including Early Years Foundation Stage (EYFS) and preschools

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes supply teachers, visitors, volunteers and students)
- Personal mobile phones must be kept on silent and checked away from sight of the children.
- Staff should never use their personal mobile phone or other personal device to record images of children, recordings or give out their personal contact details to pupils and/or their family. All telephone contact with parents or carers must be made on the school phone.
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes and school Twitter/social media accounts.
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.
- Staff will be issued with a work phone if their line manager deems this as essential to their role.
- The use and content stored on work mobile phones shall be monitored be in accordance with the Trusts's acceptable use agreement.

Appendix 8 - Glossary of terms with guidance

Acronym	Meaning	Link or guidance
DSL	Designated Senior Lead	The Designated Senior Person (DSP) is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with safeguarding issues
CAMHS	Children's Adolescent Mental Health Service	CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties. https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/
CSE	Child Sexual Exploitation	Essentially it involves children and young people receiving something – for example, accommodation, drugs, gifts or affection – in exchange for sexual activity or having others perform sexual activities on them. http://lrsb.org.uk/cse
DBS	Disclosure and Barring Service	The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). https://www.gov.uk/government/organisations/disclosure-and-barringservice
FMU	Forced Marriage Unit	People should contact the Forced Marriage Unit (FMU) if they're trying to stop a forced marriage or need help leaving a marriage they've been forced into. https://www.gov.uk/stop-forcedmarriage
CAIU	Child Abuse Investigation Unit (Police)	Investigation Unit (CAIU) is to protect children, investigate offences against children and, where appropriate, prosecute offenders. To achieve this, the unit works closely with partnership agencies, including the local safeguarding children boards (LSCB) and local policing units https://leics.police.uk/about-us/ourdepartments/delivering-justicedirectorate/child-abuse-investigation
IDVA	Independent Domestic Violence Advocate	DVAs are specialist support workers who are legally trained to with victims of domestic abuse at high risk of serious harm from current or ex-partners or other family member(s). ... They deliver training, including the IDVA qualification and also advise professionals and funders commissioning domestic abuse services. www.halt.org.uk/what-is-idva.html
CME	Children Missing Education	Arrangements for identifying and maintaining contact with children missing, or at risk of going missing, from education. https://www.leicestershire.gov.uk/education...children/child.../children-missing-from-education
LADO	Local Authority Designated Officer	Local authorities in England should identify designated officers (referred to as the LADO) to be involved in the management and oversight of individual cases of allegations of abuse made against those who work with children as set out in the Allegations against People who Work with Children Procedure. http://lrsb.org.uk/lado-local-authoritydesignated
FLL	Fabricated Illness	It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. www.nhs.uk/conditions/fabricated-or-induced-illness/Pages/Introduction.aspx
POT	Position of Trust	A position of trust involves a person in a position of authority over another person . This term was used in the 2003 Sexual Offences Act to describe abuse of children by people in certain positions and establishments. Specific roles include teachers, social workers, doctors, foster carers, police officers. Specific settings include schools, hospitals, foster homes, residential care homes, young offenders institutions, clinics.

IRO	Independent Reviweing officer	The IRO's primary focus is to quality assure the care planning and review process for each child ensuring that his/her current wishes and feelings are given full consideration. and, where necessary, challenge poor practice.
HSB	Harmful Sexual Behaviour	Children and young people who develop harmful sexual behaviour harm themselves and others. https://www.nspcc.org.uk/preventing-abuse/child-abuse.../harmful-sexual-behaviour/
MARAC	Multi Agency Risk Assessment Committee	A multi-agency meeting, chaired by Police, focusing on the safety of victims of domestic abuse identified as being at high risk.
MAPPA	Multi Agency Pupil Protection Arrangements	Tasked with the management of registered sex offenders, violent and other types of sexual offenders, and offenders who pose a serious risk of harm to the public.
FGM	Female Genital Mutilation	FGM is the ritual removal of some or all of the external female genitalia. There are no known health benefits. http://lrsb.org.uk/fgm-femalegenital-mutilation
SCR	Serious Case Review	A serious case review (SCR) takes place after a child dies or is seriously injured and abuse or neglect is thought to be involved. It looks at lessons than can help prevent similar incidents from happening in the future.
SCR	Single Central Record	All schools should have an SCR of recruitment. You should use it to log all safer recruitment checks, including details of DBS (formerly known as CRB) checks
EPO	Emergency Protection Order	Under Section 44 of the Children Act 1989, the local authority can apply for anEmergency Protection Order (EPO) where there are reasonable grounds for believing there is an immediate risk of Significant Harm to a child. https://www.citizensadvice.org.uk/family/children-and-young-people/child-abuse/court-orders-to-protect-children/child-abuse-emergency-protection-orders/
CDOP	Child Death Overview Panel	Working Together to Safeguard Children (HM Government 2015) states that all Local Safeguarding Children Boards (LSCBs) have a responsibility for ensuring that a review of each child death (0-18 years) of a child normally resident in the LSCB's area is undertaken by a Child Death Overview Panel (CDOP). http://lrsb.org.uk/child-deathoverview-panel-cdop
FLIC	N/A	Child Protection On line training programme accessible to all DSAT schools.
PSHE	Personal, Social and Health Education.	PSHE education is defined by the schools inspectorate Ofsted as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. https://www.pshe-association.org.uk/curriculum-and-resources/curriculum
NCTL	The National College for Teaching and Leadership	Previously known as the National College for School Leadership this is an executive agency of the Department for Education. NCTL and the DBS will consider the misconduct and safeguarding aspects of a referral case respectively and in parallel.
CPOMS	N/A	CPOMS is the IT software application for monitoring child protection and safeguarding in schools. www.cpoms.co.uk

Appendix 9 - Leicester City Safeguarding Contacts

Local Authority		
Safeguarding and Improvement Unit contacts:		
LADO / Allegations	Jude Atkinson Elisha Ward	0116 454 2440 0116 4545922 Lado-allegations-referral@leicester.gov.uk
Safeguarding Development Officers:	Julie Chapaneri Mohammed Patel	0116 454 3076 Julie.Chapaneri@leicester.gov.uk 0116 454 1454 Mohammed.Patel2@leicester.gov.uk
Children Missing from Education	Grace Mistry	0116 454 5510
<p>Children’s Social Care services – Duty and Advice – CSE concerns – referral desk 24 Hours: 0116 454 1004 Secure email: das-team@leicester.gcsx.gov.uk Address: Duty & Advice Service, Halford House, 91 Charles Street, Leicester, LE1 HL 0116 454 5899</p>		
CHANNEL referral (extremism / radicalisation):		101 – ask for Prevent team or 0116 248 6726
CAMHS Advisory Service for Professional:		0116 295 5048 (8:30-3pm)
Leicester City Team:		0116 2952900
Leicester City Psychology and Education Welfare Service		0116 4541000 psychology@leicester.gov.uk
United Against Violence and Abuse Helpline		0808 802 0028 info@uava.org.uk
UAVA Professionals Advice and Referrals :		0116 255 0004

Appendix 10 – Rutland Safeguarding Contacts

Local Authority Safeguarding and Improvement Unit contacts:	
Children’s Social Care services – Duty And Advice – CSE concerns 24 Hours	<p>TEL: 01572 758407 Out of hours: 0116 3050005 Secure email dutyteam@rutland.gcsx.gov.uk Address: Rutland County Council Children’s Duty & Assessments Catmose Oakham Rutland LE15 6HP</p> <p>Rutland Social Services Children & Families Team Social Care Duty Worker 01572 758 407</p> <p>First response forms: www.lrsb.org.uk</p>
Local Authority Designated Office (LADO)	Tracey Holiday 01572 720913 James Lynch 01572 758880
Safeguarding in Education Development Officers	Simon Genders 0116 305 7750 simon.genders@leics.gov.uk Ann Prideaux 0116 3057317 ann.prideaux@leics.gov.uk
Children Missing from Education	Liz Odom 01572 758274
CHANNEL referral (extremism / radicalisation)	101 – Ask for Prevent team 0116 248 6726 – direct line to Prevent team
CAMHS Advisory Service for Professional	0116 295 5048 (8:30-3pm)
Educational Psychology Service (Outsourced)	01572 758497
United Against Violence and Abuse Helpline (UAVA)	0808 802 0028 info@uava.org.uk
UAVA Professionals Advice and Referrals	0116 255 0004

Annex



Discovery Schools
Academy Trust



**Asfordby
Captain's Close**
Primary School



**Annex: Supplemental
Safeguarding and Child
Protection arrangements
during COVID-19 school
closure
Updated July 2020**

Contents

1. Context	1
2. Key contacts.....	1
3. Vulnerable children	2
4. Attendance monitoring	2
5. Designated Safeguarding Lead	5
6. Reporting a concern	6
7. Reporting on CPOMS during closures:	6
8. Safeguarding Training and induction.....	6
9. Safer recruitment/volunteers and movement of staff.....	7
10. Online safety and learning in school and away from school	8
11. Supporting children not in school.....	9
12. Supporting children in school	10
13. Peer on Peer Abuse.....	10
<u>14. Supporting pupils from other schools</u>	<u>10</u>
<u>15. Supporting pupils who go to another</u> <u>setting.....</u>	<u>11</u>
<u>16. Support from the Trust</u> <u>.....</u>	<u>11</u>

Context

From 20th March 2020 parents were asked to keep their child(ren) at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. These are defined in the following government documents:

- [Closure of educational settings: information for parents and carers](#)
- [Guidance for schools, childcare providers, colleges and local authorities in England on maintaining educational provision](#)

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This annex to the school Safeguarding and Child Protection policy reflects new arrangements implemented in response to COVID-19. All other provisions in the Safeguarding and Child Protection policy remain in force.

Key contacts

School

Designated Safeguarding Lead	Andrea Bailey Acting Head of School	07821252867 abailey@dsatcaptainsclose.org
Deputy Designated Safeguarding Lead/s	Nic Bates SEND/PP Lead	nicbates@dsatcaptainsclose.org
Any other relevant individual school contacts:	Sarah Salder Acting Executive Head of School	ssadler@discoveryschoolstrust.org.uk

Trust

Designated Board member for Safeguarding		
David Williams	0116 279 3462	dwilliams@discoveryschoolstrust.org.uk
DSAT Head of Safeguarding and Pupil Wellbeing:		
Liz Braithwaite	07930 350929	lbraithwaite@discoveryschoolstrust.org.uk
DSAT Director of Primary Education		
David Briggs	07855 822376	dbriggs@discoveryschoolstrust.org.uk
DSAT Trust Leader		
Paul Stone	07870 194191	pstone@discoveryschoolstrust.org.uk

Access to the EPIC and SALT services are still available during this period as support for children's mental health and well-being is a priority of the Trust and school. Contact details for these services are as normal.

Vulnerable children

Vulnerable children include those who have a social worker and those children with an education, health and care (EHC) plan.

Children who have a social worker include children in need, children who have a child protection plan and those who are looked after by the local authority. Senior leaders, especially the Senior Designated Safeguarding Lead (SDSL) and Deputy Designated Safeguarding Leads (DDSL's) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The school will risk assess children with a EHC plan in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

We will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Andrea Bailey

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent.

We will encourage our vulnerable children and young people to attend a school, including remotely if needed. Where parents are concerned about the risk of the child contracting COVID19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Attendance monitoring

The school is not required to complete the usual day-to-day attendance processes to follow up on non-attendance and the following alternative arrangements will apply. If the school has any eligible children in attendance, the daily attendance sheet will be submitted to the DfE and Trust using the pro forma: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, the return will be submitted once as required by the DfE.

The school and social workers will agree with parents/carers whether children in need should be attending school. The school will follow up on any vulnerable pupil that they were expecting to attend, who does not. The school will also follow up with any other parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend. **In any event, the social worker must be informed about any child subject of a child protection plan, child in need plan or who is looked after who does not attend school on the first and (subject to the agreement reached with the social worker) each subsequent day of absence.**

To support the above, we will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

We will endeavour to keep regular contact with all pupils who are learning at home. The regularity of this contact will be risk assessed by the Senior DSL as to the vulnerability and needs of the families. The following protocols for both phone and home visits are set out below:

Contact by phone:

The purpose of the call is to 'try and establish contact with families and offer help and support if wanted by the family and if this is something the school can provide. Otherwise it will be made clear that the school can only signpost the family to agencies which can give more targeted support.

A phone call does not guarantee that a child is safe however offers families the opportunity to reach out for support if needed. **ANY CONCERNS ABOUT A CHILDS IMMEDIATE RISK OF HARM THE SENIOR or DEPUTY DSL WILL CONTACT THE DUTY TEAM STRAIGHT AWAY.**

Protocols for phone call contact:

- Introduce yourself using your first and last name, and school.
- Ask the person you are talking to, to identify who they are so that you can establish who you are talking to. **ONLY TALK WITH AN AGREED PARENT OR CARER. NEVER SHARE INFORMATION OVER THE PHONE IF YOU ARE UNSURE WHO YOU ARE TALKING WITH. NEVER SHARE CONFIDENTIAL INFORMATION OVER THE PHONE.**
- Ask whether the family and child/children are ok and whether they have any worries or concerns that they need help / support with. **DO NOT** insist on speaking with the child / children however listen for signs of children talking / laughing in the background and record what you hear on CPOMS.
- If possible, signpost outside agencies which they can contact for help (have these numbers to hand prior to the phone call).
- Make handwritten notes of the conversation as it is happening and upload these to CPOMS.
- Where possible record direct quotes of what was said / heard and by who. Keep it factual!
- Establish the timescales on any agreed actions, such as further support for the family and how further communication will take place e.g. email, letter through the post.
- Establish when the next call will be and whether the family is still happy to be contacted.

Home visit contact:

Home visits can only be authorised by the Headteacher as Senior DSL of the school. Any home visits are also ONLY CARRIED OUT in line with Government contact restrictions, is voluntarily by staff members and in agreement with families.

The purpose of the visit is to possibly 'see the children', offer help and support if wanted by the family and if this is something the school can provide. Otherwise it will be made clear that the school can signpost the family to agencies which can give more targeted support.

Protocols for home visit contact:

- The DSL will need to speak to the child's parents/carers to establish whether any member of the household has symptoms of COVID-19; has been diagnosed; or is self-isolating.
- Make sure someone else knows the specific address where you are going, the time you intend to be there and always attend in pairs.
- Call ahead to ensure that the family is aware of your visit time and is in.
- Introduce yourself using your first and last name, and school.
- Ensure you wear your ID badge.
- If a family doesn't want contact then DO NOT PERSIST, log this on CPOMS and contact the relevant outside agencies if you have concerns or they are involved with the family.
- If a home visit takes place consider taking a bag with picture books, colouring books and crayons, puzzles, pencils and small toys with you in case you witness that the home has none of these resources to support their child's learning at home.
- **Do not enter the home but remain on the doorstep** (2 metres away) but politely request to see the children and speak with them. **YOU CANNOT INSIST ON SEEING THE CHILD/CHILDREN**, so if this doesn't happen then report this on CPOMS. **ANY IMMEDIATE** concerns for the welfare and safety of children **SEEN or NOT SEEN SHOULD BE REPORTED TO SOCIAL CARE.**
- Make observations of the emotional and physical appearance of the child/ children and parents/carers. **ANY CONCERNS ABOUT A CHILDS IMMEDIATE RISK OF HARM CONTACT THE DUTY TEAM STRAIGHT AWAY.**
- Ask whether the family needs any support that you can provide or signpost the family to.
- Arrange the next visit with the family before you leave.
- Record all observations on CPOMS as soon as it practically possible, but within 24hours of the visit.
- Contact your line manager when you leave so that they know you are safe and well.

If a family is self-isolating and/or it is difficult/not appropriate to carry out a home visit subject to the risk assessment, the DSL will consider whether technology can be used to see the child, e.g. via Skype or other means of video chat. If carrying out Skype/video chat, this should be agreed with parents/carers prior to any call being made.

Contact with other pupils (not considered vulnerable):

To ensure we try and safeguard all children during school closure the following is recommended:

- The school will endeavour to track children via engagement with learning online. Teachers will alert the DSL's when children appear to not engage with this learning for more than ONE SCHOOL WEEK. This communication will be evidenced through the child's use of a thumbs up (or similar) acknowledgement, direct messaging or work seen.
- ANY FAMILY (not individual children) THAT HAS NOT ACKNOWLEDGED COMMUNICATION FROM THE SCHOOL FOR MORE THAN 7 SCHOOL DAYS WILL BE LOGGED AS MISSING AND RECORDED ON CPOMS. Communication can consist of a thumbs up type acknowledgement on TEAMS, email, phone call, text message and submission of homework. A phone call should take place within 24hrs to establish contact with this family and determine the reason why. The necessary support can then be offered.
- If no contact can be established, then social care may need to be contacted. The Senior DSL will make that decision based upon other evidence they may have.
- The school will continue to attempt to contact the family regularly up to 15 days. **After 15 days the LA will be informed, and advice requested.**

Designated Safeguarding Lead

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Staff and volunteers will have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person who that person is and how to speak to them.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at in school.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. The DSL team will meet (this will be remotely in most circumstances in order to adhere to social distancing requirements) regularly to discuss the welfare and status of each child on the register/ database of vulnerable children.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Head of Safeguarding. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should speak directly with the Senior Designated Safeguarding Lead (Headteacher) to report the concern, then followed up with an email to the headteacher. If they cannot speak directly to them in person or via phone call, they should email the headteacher with a confidential! message and request a delivery and read receipt.

Concerns around the Headteacher should be directed to the Director of Primary Education David Briggs (contact details above).

The Central Team will continue to offer support in the process of managing allegations.

Reporting on CPOMS during closures:

All DSLs will have remote access to the register/database of all vulnerable children and other safeguarding records when working off site.

ALL contact or attempts to contact parents, other agencies and colleagues **MUST be recorded and concerns logged on CPOMS in the usual way.** A COVID-19 tab should be created so that staff can clearly identify the remote circumstances when incidents occurred.

If staff are reporting on CPOMS in their own home, they need to remember that if the screen is visible in non-secure areas, for example, in the dining room, that there can be a data breach, if other members of their family can see it.

As normal actions need to be logged and followed up by members of staff tagged. If staff are unable to follow up on an action (such as illness) then they will need to inform the Senior DSL who will reallocate the action.

Staff will check their email for CPOMS alerts daily.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. 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.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019) and Annex A. The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

A safeguarding induction will continue to be provided to new staff and volunteers by the school prior to commencement of their post and unsupervised access to children. This may happen face to face adhering to social distancing requirements or remotely via video conferencing. Safeguarding training for new staff and volunteers will primarily take place through TEAMS training sessions run by the Head of Safeguarding or FLICK training modules.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

If staff are deployed from a school within the Trust, we will seek assurance from the Head of Safeguarding and/or HR Manager that the member of staff has received appropriate safeguarding training.

All new staff to the school will be given a copy of the full child protection policy and annex, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes and Keeping Children Safe in Education (2020) (KCSIE) guidance.

In response to COVID-19, 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.

Where we are utilising volunteers, we will continue to follow the Visitor and Volunteers policy which meets the statutory requirements for checking and risk assessing of adults as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to 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 should be made by emailing Misconduct.Teacher@education.gov.uk Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

If adults from another school or setting are redeployed to work at the school during the COVID-19 virus, the school will take into account DfE supplementary guidance and will accept portability of pre-employment checks as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's Barred List check; and
- there are no known concerns about the individual's suitability to work with children; and
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, all such redeployed staff will be given a copy of the school's safeguarding and child protection policy, staff behaviour (code of conduct) policy, behaviour policy, the school's safeguarding recording and reporting procedures and confirmation of DSL details and arrangements.

Online safety and learning in school and away from school

Children and online safety learning in school

We will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where children are using computers in school, appropriate supervision will be in place.

Children and online safety and remote learning away from school

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 such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching and Live Lessons should follow the same principles as set out in the DSAT code of conduct. An updated Acceptable Use Agreement has been signed by all staff which outlines clear procedures and protocols for remote learning. Where this agreement is breached disciplinary action may be taken against staff.

A pupil and parent agreement have also been created which recommends to parents how they may encourage safe online behaviours and the expectations the school has when they allow their child to access school systems remotely. The school reserves the right to block children from accessing school systems where their behaviour poses a risk to others or themselves. The Senior DSL will deal with such concerns if they arise and provide support so that children can access online learning. We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Staff will following the following protocols when delivering virtual live lessons, especially where webcams and online chat software are involved:

- No 1:1 conference calls or chats will be used, either adult to pupil or pupil to pupil, and that groups of pupils only will be organised by the teacher / adult leading the Live learning session.
- Staff and children must wear suitable clothing (no PJ's or offensive slogan T-shirts), as should anyone else in the household when Webcams are switched on. It will be the adult's responsibility to immediately switch off any webcams or remove from the group a pupils account, if they felt a pupil or family members clothing was inappropriate.

- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background (to avoid the endorsement of use of consumer products). It will be the adult's responsibility to immediately switch off any webcams or remove from the group a pupils account, if they felt the room being seen was inappropriate. The blurring of backgrounds tool will where possible always be used.
- All live classes are recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed. Any safeguarding concerns seen or heard will be recorded on CPOMS and reported to a DSL immediately.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day. The time of day live classes are timetabled will always fall within normal school hours.
- Language must be professional and appropriate, including any family members/adults in the background of my household. Inappropriate language used by pupils or heard by members of their family will be challenged and accounts will be muted if necessary, by the adult.
- Webcams and chat platforms are for work purposes only and subject to the code of conduct standards set out in the Trust's staff behaviour policy. A breach of these standards may result in disciplinary action.

Supporting children not in school

The school is committed to ensuring the safety and wellbeing of all its children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made. The communication plans can include; remote contact, phone contact, home visits. Other individualised contact methods should be considered and recorded.

Captains Close Primary School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan and review the impact and effectiveness of strategies used regularly.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers need to be aware of this in setting expectations of pupils' work where they are at home.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Supporting children in school

The school is committed to ensuring the safety and wellbeing of all its children.

We continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Concerns about the potential impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will be discussed immediately with the Trust’s Head of Safeguarding.

Peer on Peer Abuse

During the closure a revised process may be required for managing any report of such abuse and supporting victims.

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

The school will listen and work with the young person, parents/carers and any multiagency partners required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Supporting pupils from other schools

There may be a requirement for children of key workers or vulnerable children from another school (either from within the Trust or outside of the Trust) to attend our school. In such circumstances a place will be offered upon agreement with both the child’s parent and existing school.

This offer will be subject to the child’s existing school giving Captains Close Primary School emergency contact details and any child protection, medical, dietary and key background information, prior to attending. The child’s existing school will also be asked to provide a member of staff to accompany their pupil(s) in order to ensure a smoother induction and sense of familiarity for the child. Where this is a vulnerable child, a DSL from the existing school may be asked to attend in order or liaise with parents/carers about any new issues or concerns which arise.

Safeguarding information about children placed in the school will be recorded on our safeguarding system, will be securely copied to the existing school’s DSL and will be securely returned to the

existing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

A DSL at Captains Close Primary School will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on the school's safeguarding recording system CPOMS.

Supporting pupils who go to another school setting

If the school closes and pupils need to attend another school in accordance with local/hub arrangements, the school will maintain its overarching responsibility for safeguarding the child.

The DSL will be responsible for liaising with the receiving school in order to share information from the register/database of vulnerable children and to advise the receiving school about how best to respond to new/emerging concerns.

The DSL must be informed by the receiving school about any new incidents or concerns and agreement must be reached and recorded about whether the DSL or a DSL in the receiving school is best placed to discuss issues with parents/carers, contact social workers, make referrals etc.

Support from the Trust

The Trust Safeguarding Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The Head of Safeguarding will also provide regular group and individual support sessions. This may take the form of an online meeting.