

Emersons Green Primary School



Child Protection and Safeguarding Policy

Draft to Governors – July 2020	Draft to staff- July 2020
Ratified: by Full Governing Body September 2020	Next Review: July 2021 (to be reviewed annually)

Equality Statement

At Emersons Green Primary School we are committed to ensuring equality and opportunity to all members of our school community. In regard to safeguarding, the school always aims to ensure that no one is treated less favourably than anyone else. The Equality Act 2010 defines these responsibilities. In regard to this, this Policy, including all of its procedures and systems will have due regard to:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Be aware of this duty to have due regard when making decisions or taking action in order to assess whether that action will have implications for people with protected characteristics
- Consider equality implications before and at the time that this policy is developed and reviewed and keep these implications under review on a regular basis

It is unlawful to discriminate in the following areas, termed protective characteristics. (all Safeguarding policies, procedures, systems and actions must take this into account):

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sexual orientation

Contents

Page	Section
3	Rationale
3	Introduction
5	Aims of the Policy
6	Preventing Harm
6	Definition of Safeguarding
8	Equality Statement
9	Designated Safeguarding Staff
9	Responsibility for Safeguarding
10	Information and Communication
10	Recording Child Protection Concerns
11	Responding to and Managing Child Protection Concerns
12	Early Help
13	Restraint
13	Online Safety
13	Site Safety
15	Trips and Visits
15	Support for Pupils
16	Staff Training
17	Safer Recruitment and Induction
17	Supporting Staff
17	Allegations Against Staff
18	Whistle Blowing
18	Staff Code of Conduct
18	The Prevent Duty
19	Children Missing Education
20	School Transfer
21	Child Sexual Exploitation
21	Female Genital Mutilation (FGM) and the Mandatory Reporting Duty
22	Self Injury
23	Peer on Peer Abuse
25	Child Criminal Exploitation (including county lines)
26	Trafficked Children and Modern Slavery
28	APPENDIX A - Abuse definitions
29	APPENDIX B – detailed action taken by the DSL
30	APPENDIX C - COVID-19 Safeguarding and Child Protection Addendum

Rationale

The welfare of the child is paramount.

Emersons Green Primary School recognises its responsibility to care for children and take appropriate action in case of suspected or reported child abuse.

Purposes

- To recognise that all staff have accountability in regard to Child Protection Procedures.
- To keep all staff informed about child protection procedures and issues.
- To provide a clear model for management in case of suspected or disclosed child abuse.
- To provide a model for open and effective communication between children and staff, parents, agencies and other adults working with children.
- To help children acquire skills and attitudes to both resist abuse in their own lives and to prepare them for responsibilities including parenthood in their own lives.
- To encourage children to make reasoned and informed choices, judgements and decisions.

Introduction

At Emersons Green Primary School we are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where children, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

Our policy draws on all relevant legislation and guidance including:

- The Children Act (1989 and 2004),
- Education Act 2002
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (2020),
- Working Together to Safeguard Children (2015)
- Prevent Duty for England and Wales (2015) under section 26 of the
- Counter-Terrorism and Security Act 2015
- the four guiding principles of the UN Convention on the Rights of the Child (UNCRC) and Working Together to Safeguard Children (2015).
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)

This guidance is based on **South Gloucestershire Safeguarding Procedures**. All staff are required to familiarise themselves with these procedures:

<https://www.proceduresonline.com/swcPPP/southglos>

Other school policies and procedures which should be read alongside this policy include: Health and Safety, Equality, Anti-Bullying, Behaviour, Code of Conduct, Allegations against Staff, Educational Visits, Medical Needs, Whistle-Blowing, E-Safety, Complaints, Grievance and Confidentiality.

We believe that our school provides a safe, positive and caring environment in which children and young people can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children and young people from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

A copy of this policy is available on request to parents/carers and is also accessible via the school website: www.emersonsgreenprimary.co.uk

Our policy applies to all staff, volunteers, governors and directors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL in their absence.

We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that “it could happen here where safeguarding is concerned”.

The four main elements to this policy are:

- Striving to **prevent** harm through the development of a positive school ethos, a safe school environment, a full curriculum and through the offer of pastoral support to pupils and their families;
- The school child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns;
- **Support** for pupils who may have suffered significant harm, and their families;
- **Staff recruitment, training, management and support systems** which protect children and young people.

Aims of the Policy

- To support the development of the whole child as an individual by promoting security, confidence and independence;
- To raise awareness of all staff and governors to their responsibilities in identifying and reporting possible cases of abuse;
- To ensure that staff concerned with particular children and young people in need are aware of their role and responsibility in safeguarding these pupils;
- To use a clear system of monitoring children and young people who are known to be or considered as likely to be at risk of harm;
- To ensure that there is good communication between all members of staff;
- To develop and promote effective working relationships with other agencies, especially Social Care, Health and Police;
- To ensure all adults working within the school with access to children and young people undergo all relevant checks e.g. enhanced Disclosure and Barring Service (DBS) check and Disqualification by Association, as set out in Keeping Children Safe in Education (2020); and
- To ensure all staff are clear about the 'Paramountcy Principle'; that the welfare of the child is the paramount consideration.

Preventing harm

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.

The school will therefore:

- Establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to;
- Ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty;
- Include in the curriculum activities and opportunities which equip children and young people with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through PSHE, assemblies and bespoke programmes;
- Include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children and young people.

Definition of Safeguarding

Keeping Children Safe in Education (2020) states:

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children’s 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.

(N.B. Children includes everyone under the age of 18)”

Working together to Safeguard Children 2018 states:

“Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.”

Designated Safeguarding Staff

The school has a designated senior staff member responsible for co-ordinated action in cases of child protection both within and outside of the school.

The Designated Safeguarding Lead (DSL) is:

Mr Karl Hemmings (Headteacher)

All staff and visitors to be aware of this person's name and report concerns to him. In the absence of the Headteacher, the most senior member of staff assumes this role.

The Deputy Safeguarding Lead is:

Mrs Soraya Young (Deputy Headteacher)

There is a governor who oversees and monitors Safeguarding in the school. The Safeguarding Governor carries out an audit of school Safeguarding each year and checks the Single Central Record (SCR) which records DBS and other clearance information for staff and visitors who work directly with children

The Safeguarding Governor is:

Mrs Jo Bishop

The DSL shall be trained to an advanced level by attending Advanced Inter-agency training and maintained by attending CP Update training every 2 years thereafter.

The DSL is a member of the senior leadership team. We will have at least one Deputy DSL who shall meet the same training requirements as the DSL outlined above;

Responsibility for Safeguarding

Every member of staff and every governor needs to know and understand:

- the name of the DSL, Deputy DSL and Designated Governor and their roles around safeguarding and child protection;
- that they have an individual statutory responsibility for referring child protection concerns to the DSL as soon as can reasonably be considered possible; and
- their responsibilities as outlined in Keeping Children Safe in Education, 2020.

All members of staff receive whole setting refresher training at least every 3 years, which covers:

- their personal responsibilities in relation to child protection;
- school child protection procedures;
- identifying signs of abuse/suspected abuse;
- how to support a child, young person or adult who discloses abuse;
- current national and local issues in safeguarding and child protection;
- whistleblowing and the role of the Local Authority Designated Officer (LADO); and
- relevant legislation related to child protection

Policies and guidelines are made available to all staff each year when they are updated. Staff are responsible for ensuring they read these policies and are aware of how they outline their responsibilities. Each year, staff are given a copy of 'Keeping Children Safe in Education (2020)'. At the beginning of each year, all staff are required to sign to say they have read this. They shall also sign an Acceptable Use Policy for ICT and Staff Code of Conduct.

All staff are aware and recognise:

- Their professional responsibility to share information with The Designated Safeguarding Lead (or Deputy DSL if DSL is not immediately available) in order to safeguard children and young people
- Their professional responsibility to share information with other agencies in order to safeguard children and young people and that any information shared must be on a professional basis
- They should never promise a child or young person that they can keep secrets for them;
- They need to obtain support and help for the children and young people should it be necessary;
- That statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse; school staff who deal with children and young people with profound and multiple disabilities, physical disability, sensory impairment and/or emotional and behaviour problems will be particularly sensitive to signs of abuse;

Parents/carers are aware:

- Of the responsibilities of staff with regard to child protection and understand the role staff play in child protection and that good communication between parents/carers and the school is vital to this.

All matters relating to child protection are confidential. Information about a child or young person will only be disclosed to members of staff on a need to know basis, in line with Information Sharing Advice for 2018;

Information and Communication

The school shall ensure there is a clear system of communication for channelling concerns and that there are no barriers to this communication. The online system CPOMS is used to record Child Protection concerns. If a member of staff cannot access this, they must securely record their concerns and directly contact the DSL or Deputy DSL.

All staff will know the whereabouts and relevance of the South Gloucestershire Guidelines which are updated periodically. Information on this is displayed in shared school areas (staffroom, office etc). This information is given out at staff training. All staff have been informed of the role of the Local Authority Designated Officer (LADO) in regard to managing complaints against staff or escalating child protection concerns.

There are annual Child Protection updates for all staff, as well as regular updates through staff meetings and the staff bulletin (provided through email and in hard copy).

Recording Child Protection Concerns

The school shall ensure there is a clear system for monitoring, record keeping and sharing information regarding "at risk" children. Concerns regarding children shall be recorded on the electronic Child Protection Online Monitoring and Safeguarding (CPOMS) system. All teaching staff, teaching assistants and administrative staff have access to the system. Those members of staff without CPOMS access (Lunchbreak Supervisors, caretaker) shall fill out a 'Concern' form and pass it to the DSL. In the event that staff are unable to access CPOMS they will record the concern securely and pass it to the DSL. Child Protection concerns must be sent securely.

The school shall ensure that any child protection records are kept separately and securely but that all staff most directly concerned with that child may have access to these records as required. Any hard-copy confidential information is kept with the Headteacher - in his absence the most senior member of staff has access.

The school shall ensure that adequate mechanisms exist for: -

- The ongoing support of children after disclosure and
- The ongoing support of staff involved in handling child protection.

The Head Teacher shall ensure support in preparation of reports for child protection case conferences and core group meetings.

The school recognises the importance of a corporate responsibility in child protection case-management through appropriate teaching staff attendance at child protection case conferences and core group meetings.

Responding to and Managing Child Protection Concerns

It is important that all communication is given in writing to the DSL as soon as possible as an official record. This information must be recorded on the CPOMS system. The DSL is responsible for:

- Ensuring that they work closely with the deputy DSL so that they can act effectively in the absence of the DSL;
- Adhering to South Gloucestershire Safeguarding Children's Board (SGSCB) procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being;
- Ensuring that in the case of a referral to ART, the parents/carers are informed immediately unless doing so would put the child or young person at risk of further harm;
- Ensuring that written records are kept about any child or young person about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect (see appendix B);
- Storing such records confidentially through the secure online CPOMS system. Historic hard copy records are stored in a secure locked cabinet in the Head teacher's office;
- Checking the attendance of children and young people subject to a Child Protection plan or a Child in Need Plan, notifying the local social care team if:
 - a pupil subject to a child protection plan is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason;
- Attendance at Initial Case Conferences, Core Groups and Child Protection Review Conferences;
- Submitting written reports to Social Care on request within the agreed time limits;
- Liaising with other agencies to safeguard children and young people;
- Notifying parents/carers as soon as possible if a child or young person sustains an injury or are affected by an incident whilst they are the responsibility of the school;
- Ensuring that a photocopy of all child protection records is forwarded, under confidential cover, to a child or young person's new school following a transfer; and
- Retain copies of all child protection files including those for children or young people no longer on roll until the child reaches 25.

Early Help

South Gloucestershire operates an Early Help system, designed to support families and professionals to work together to achieve the best possible future for children and young people. This system is based on completing a Single Assessment for Early Help (SAfEH) form which encourages everyone involved to develop an understanding of a family's strengths and challenges. It considers the support needed in all areas that affect a child's development – from health, education and social development through to housing and family relationships.

Anyone who knows the family can initiate a single assessment for early help, for example: teachers, health visitors, family support workers, youth support workers, children centre support workers, school health nurses. A child, young person, parent/carer or a practitioner can request an assessment.

The role of lead professional must be taken on by one of the professionals working with the family, and where possible, one who the family has chosen. The DSI and Deputy DSL have received SAfEH training and they have responsibility for managing this process when the school is designated as Lead Professional.

On completion, the single assessment form needs to be submitted to Access and Response Team (ART).

All other professionals must share information appropriately and ensure that the lead professional is kept up to date. The lead professional will convene the first 'team around the family' (TAF) meeting, and set the next review meeting. The meeting must take account of the views of the child/young person as well as the parents/carers. It may be useful to collect their views before the meeting. The meeting should focus on solving problems and identifying how everyone can work together to make a difference.

An action plan should be agreed as to how all parties will work together to support a change that will benefit the children and parents/carers, as a family.

The action plan should include:

- what is important to the children and the family
- what everyone agrees they would like to see change
- how the support that is agreed will be put in place and by whom.

On completion, the action plan and notes of the meeting should be written up and shared with the other professionals and the family and submitted to Access and Response Team (ART).

The plan should be reviewed together with the family on a regular basis to check that it is working and make changes where needed. This will mean looking at whether the plan:

- has made any difference
- has been helpful
- and if anything else needs to change.

The most important person and focus of a review meeting should be the child (or children).

When it is considered that the action plan has made a difference, it may be appropriate to consider phasing out some forms of support, and to gradually increase the independence of the family.

At an appropriate point that everyone agrees, the action plan and the single assessment for early help will be closed. It will be possible to re-open a single assessment for early help if needs increase again in the future. The decision to close a single assessment for early help should be submitted to Access and Response Team (ART) on completion,

A single assessment for early help is voluntary and families should be talked through the information sharing consent form and accompanying guidance to ensure they understand the issues and can then give informed consent.

A SAfEH may be used to 'step-down' from a Child in Need Plan in order to ensure support remains in place for the child and the family.

Restraint

All staff, both teaching and non-teaching, are aware of the guidelines for the use of physical restraint in schools. A member of senior staff will have received 'Team teach' or other appropriate positive handling training. Any incidents of restraint by staff shall be recorded in the Bound and Numbered Book (kept in the CP file cabinet) and investigated fully by the DSL. See also the Whole School 'Severe Behaviour Policy.

Online Safety

Our IT systems are managed by an external provider who will provide reports to the school on concerns over unsafe use of technology e.g. internet searches. Security is provided through the use of filtering systems and adult oversight of the use of all ICT. Staff have annual training in E-Safety issues. Children are taught about the safe use of technology through an E-Safety curriculum. This information is provided annually to parents, in line with national Safer Internet day..

Staff must sign to say they will follow the Acceptable Use Policy. Parents must sign to say that they and their children will follow the Acceptable Use Policy.

E-Safety incidents are reported to the Headteacher and recorded in CPOMS.

See also the E-Safety (Online Safety) Policy and Acceptable Use Policies.

Site Safety

Parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off, as well as at other times with permission). Should there be any concerns raised about the conduct of parents/carers or visitors they shall be asked to leave and further action taken to ensure the safety of children and young people. We will only allow pupils to go home with their parents/carers or adults whom the parents/carers have nominated. Parents/carers sometimes request that older siblings collect a child. This needs to be agreed with the Headteacher and the older sibling should be considered old enough to manage the responsibility of the care of a

younger child. Parents/carers must inform us if a child will be going home with a different adult. Should an adult unexpectedly arrive to pick up a child, school staff shall contact the parent/carer to ensure permission is given.

All visitors must only enter the school through the main entrance and they must sign in on arrival and sign out upon leaving. School staff and visitors who have provided an up to date DBS wear red lanyards on site. All other visitors wear green lanyards and these individuals are not permitted to be left with children if not accompanied by a member of school staff. All visitors are informed of the school safeguarding procedures for visitors upon entering the school. If there are concerns around safety regarding a visitor, then a school leader will address this immediately. An investigation will take place and the visitor may be asked to leave the site.

The school gates are normally open from 8.30 until 8.50 each morning and from 3.00 until 3.30 each afternoon. Outside of these times, the gates need to be secured and the only adults on site should be school staff, those running clubs on the school site or visitors. The only exception to this is when we have sports events such as sports days or matches. On those occasions, as the site is less secure, all children taking part shall be directly supervised by the lead adult (e.g. football coach) and additional staff shall provide additional supervision over the school site.

Third Party Agencies on the School Site

All clubs or external agencies which operate on our site are expected to follow rigorous safeguarding procedures in line with those of the school. These procedures will vary depending on whether the agency has direct contact with pupils or if pupils are on site (e.g. if work is being carried out in school holidays while pupils are not present).

Mangotsfield Out of School Club and Mangotsfield Pre-school, who share our site, must ensure that all staff have DBS checks, have received relevant training and that their staff follow school site safety procedures. There are regular meetings between the DSL and leaders of those organisations to ensure this is the case.

All agencies which operate on the school site must demonstrate they do so under rigorous safety procedures (with relevant DBS checks if necessary) and these are reviewed regularly by school leaders.

If there are concerns about safety in regard to a third party using the school site, then this will be addressed by school leaders in coordination with the third-party agency, by carrying out an investigation. If necessary, the third party provision may be suspended until the investigation is concluded, if it is decided that it is not safe for the provision to continue or that this is required by any such investigation.

Trips and Visits

In order to ensure the safety of all children when they attend school trips, the lead member of staff shall complete a Risk Assessment form, including a register for all children attending. A copy of this shall be signed by the Headteacher and kept in the school office.

In line with our 'Use of Privately Owned Vehicles to Transport Pupils' policy, any adults transporting pupils in their own vehicles must have written permission from parents/carer to transport any child.

Individual Risk Assessments may be completed for pupils for whom there are additional safety considerations, for example pupils with significant disabilities or behavioural needs.

Support for Pupils

We recognise that when children and young people are the victims of abuse, or have suffered trauma, their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children and young people at risk.

Nevertheless, when at school, their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a child or young person's behaviour – all behaviour is communication.

We understand that our role is to help children and young people combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children and young people feel valued, safe and secure and are encouraged to talk and are always listened to.

Due to the nature of our school, we have a number of pupils who are particularly vulnerable due to significant disabilities that may affect their communication of need. We provide high levels of care and support for these pupils throughout the school day to ensure they are kept safe and any incidents are monitored by familiar staff. We endeavor to ensure that all pupils have a means of communicating their needs and if they have any concerns, such as:

- Visual prompts (e.g. pictures, symbols)
- Sign language (primarily Makaton)
- Electronic communication (iPads, Moby devices, communication grids etc)

Any pupils who require intimate care have a bathroom agreement drawn up with parents/carers. Intimate care routines must be carried out by trained staff. Staff must wear appropriate Personal Protective Equipment when carrying out intimate care and this is provided by the school, with guidance on correct usage.

Any pupils who require manual handling or have mobility/access needs will have a risk assessment in place for this. Teachers and Teaching Assistants receive annual

manual handling training and those staff supporting specific pupils (including Lunchbreak Supervisors) receive additional training specific to that pupil.

The school will endeavour to support pupils with difficulties through:

- Continued monitoring of their development coordinated by the DSL in collaboration with other staff working directly with those children and young people;
- Keeping records and notifying ART as soon as there is a recurrence of a concern;
- Continued close collaboration with parents/carers;
- Liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student;
- The school's behaviour policy, which outlines a consistent approach focusing on the behaviour of the offence committed by the child or young person but does not damage the pupil's sense of self-worth; and
- Providing appropriate pastoral support and care, including a structured behaviour plan if necessary

Staff Training

All school staff must participate in in-service training so that they have a greater understanding of their responsibilities and of the procedures for dealing with concerns. They must undertake Safeguarding training at least every 3 years, as well as annual half-day from the DSL and regular updates through staff meetings, briefings and staff bulletins. A record of training is kept, signed by all who attend. At least one senior leader has attended the Advanced Inter-agency Child Protection training, at least every 2 years.

All volunteers, including students on placement receive a Safeguarding briefing as part of the volunteer induction pack.

Staff joining mid-year will all carry out an online Safeguarding course and receive a Safeguarding briefing from the DSL as part of their induction.

The school shall ensure that staff are aware of how to handle a disclosure of abuse, including where a member of staff (teaching or non-teaching) is implicated as the abuser. Specific training is also identified for staff in relation to their role or an identified development requirement, for example if they are supporting a pupil with a particular need.

In order to keep children safe and ensure staff have the correct skills and knowledge to do this, there is specific training for those members of staff who are required through their role to support vulnerable pupils, who may require manual handling or intimate care.

Safer Recruitment and Induction

There is a system of safe recruitment and a 'Safer Recruitment' checklist that is completed for each application. Each interview panel must include a Senior Leader who has had Safer Recruitment training. All staff shall need a DBS check to work in the school. Volunteers shall need a DBS check if they are working with pupils away from staff supervision, although this is not always necessary e.g. for some school trips fully supervised by staff. All Governors shall have a DBS.

Two **secure** references for new staff shall always be received and approved prior to appointment. All staff must have two good references that state there are no concerns in regard to them working with children.

Staff qualifications shall be checked prior to appointment to ensure they are legally qualified to work with children, depending on the role they are appointed to.

All staff shall be made aware of child protection procedures upon appointment - they must follow the systems and refer children to the designated member of staff. All new members of staff shall be introduced to school child protection procedures and provided with a copy of 'Keeping Children Safe in Education' summary document (DfE, 2020).

All visitors shall be made aware of child protection expectations on arrival. There is a volunteer pack for regular volunteers that contains information on child protection and confidentiality, which volunteers must sign.

Supporting Staff

We recognise that staff who have been involved with a child or young person who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate.

Allegations Against Staff

If an allegation is made against a member of staff, or there are concerns about the behaviour of a member of staff, volunteer or Governor, the Head Teacher must be informed immediately. The South Gloucestershire LA process for managing an allegation of abuse by a member of staff' must be followed.

Where the allegation is against, or the concern is about the Head teacher, the Chair of Governors must be informed immediately. If the Chair of Governors cannot be contacted, the LADO must be informed immediately (Tina Wilson, on 01454868508 or tina.wilson@southglos.gov.uk).

If the response (from either the Head teacher or the Chair of Governors) to a report of an allegation or concern is felt to be unsatisfactory then the LADO must be informed immediately. All members of staff shall recognize that this is their direct

responsibility in this case.

Whistle-Blowing

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. A Whistle-blowing Policy is in place for this purpose.

Staff Code of Conduct

All staff (paid and voluntary) and governors are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children and young people will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's Behaviour Policy.

Whilst it would be unrealistic to prohibit all physical contact between adults and children, staff and visitors are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should be in line with the school's policy for restraint, a record shall be made of the incident and the Head teacher informed on the same day.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. All rooms which are used for the teaching or counselling of pupils should have clear glass panels in the doors or the doors shall be left open.

School staff should also be alert to the possible risks which might arise from contact with pupils and parents/carers outside the school including the use of social media. Please refer to the E-Safety Policy and the Acceptable Use of ICT policy for staff, in addition to the Code of Conduct.

The Prevent Duty

In order for schools to fulfil the Prevent Duty, it is essential that staff are able to identify children and young people who may be vulnerable to radicalisation as part of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children and young people being drawn into extremism, including support for extremist ideas that are part of extremist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children and young people who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools are in an important position to identify risks within a given local context.

It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations may and do seek to radicalise children and young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Children and young people at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

All staff shall have carried out the Home Office training in regard to raising awareness of radicalisation and the Prevent strategy.

Children Missing Education

(From South Gloucestershire CME (Children Missing Education) Policy)

Children and young people may miss education for many reasons, some of which can be identified and procedures put in place to resolve. In other cases, informing the LA promptly ensures pupils do not become "lost". For example:

- Families moving into or out of an authority and not securing a new school place
- Pupils failing to return after a family holiday
- Changes in family circumstances
- Families fleeing domestic violence
- Families from abroad who are unsure of the education system
- Pupils who are not enrolled at school age 5 or fail to transfer successfully to secondary school

Some children and young people may not be educated in a school setting for acceptable reasons. They may be:

- Educated at home by parents or tutors – this is known as Elective Home Education
- Excluded from school for a fixed period (parents have responsibility to supervise their children for the first 5 days of an exclusion and pupils permanently excluded from school will be offered education at another school or Pupil Referral Unit)

- Unable to attend school for a reason authorised by the school e.g. a medical appointment, be too unwell to attend, self-isolating due to suspected illness
- From a travelling family and currently away from their base school
- Attending a Pupil Referral Unit

When a pupil is absent from school the following procedures must be applied:

1] • School attempts to make contact by telephone, letter, other family contacts, siblings schools, other agencies

- If traced to another school and attendance confirmed:
 - remove name from roll
 - send common transfer file (CTF) via S2S (school to school)
 - complete IMS record
- If traced but no school identified, complete fully the CME Checklist and Access and Response Early Help referral form and send to CME Senior officer. Pupil remains on roll
- If not traced as above, CME checklist and Access and Response Early Help referral form to CME Officer. Pupil remains on roll
- CME investigates all leads, and if whereabouts are unknown the pupil is posted via S2S onto the 'Missing Pupil Database'. CME officer feeds back to referrer. Schools may remove from roll when advised to do so by LA - schools then update IIMS record
- If not traced after 6 months the CME officer will inform the police and if not already added, the pupil's name is placed on the Children Missing Education (CME) list and National Missing Pupil Database
- If a parent elects to Home Educate and informs the school in writing the pupil's name must be deleted from the register from the date the letter is received; inform the LA immediately and send a copy of the letter to the Senior Education Officer EHE

All schools and PRUs must ensure that pupils are only removed from roll in accordance with the Education (Pupil Registration) (England) Regulations 2006.

NB: If there are child protection concerns, the South Gloucestershire Child Protection Procedures must be followed

School Transfer

When a pupil transfers to Emersons Green from another school, the DSL will always contact the DSL or Senior Leader of that school to identify if there are existing safeguarding concerns about that pupil. If there are, this will be recorded and appropriate action will be taken in line with this policy.

If a pupil transfers from Emersons Green, the DSL will contact that school to confirm if there are existing safeguarding concerns. This includes all Year 6 pupils transferring to secondary schools.

Child Sexual Exploitation

Child sexual exploitation is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. This can include peer-on-peer abuse. Perpetrators of child sexual exploitation are found in rural as well as urban areas and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation may not recognise themselves as such, but they should still be regarded as victims.

Female Genital Mutilation (FGM) and the Mandatory Reporting Duty

As all staff should be vigilant to the indicators of child sexual exploitation - the same is relevant for FGM.

Section 5B of the 2003 FGM Act introduced a mandatory duty which requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

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

Further information about making a report to the police can be found in the FGM Mandatory Reporting Procedures:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

The DSL must be kept notified of any disclosures, concerns and calls made to the police. Recordings of disclosures/concerns and any subsequent conversations must

be logged and given to the DSL as with any other safeguarding/child protection issue.

Self-Injury

Self-injury is any deliberate, non-suicidal behaviour that inflicts physical harm on someone's own body and is aimed at relieving emotional distress. It can include cutting, scratching, burning, banging and bruising, overdosing (without suicidal intent) and deliberate bone-breaking/spraining.

All staff are expected to:

- Listen to pupils in emotional distress calmly and in a non-judgemental way.
- Report self-injury to the DSL. Be clear of the timescale in which this is expected;
- Not make promises (e.g. assuring confidentiality) which can't be kept;
- Reassure pupils that in order to seek health and happiness people need to know about their problems so that they can help;
- Guide pupils towards seeking health and happiness;
- Promote problem-solving techniques and non-harmful ways to deal with emotional distress;
- Enable pupils to find places for help and support;
- Provide accurate information about self-injury;
- Engage with training about self-injury and mental health disorders;
- Be aware of health and safety issues such as first-aid and clearing up if a self-injury incident should take place at school; and
- Be aware of their legal responsibilities – when they can help, and when they cannot.

All staff shall:

- Keep records of self-injury incidents and concerns;
- Liaise with local services about help available for people who self-injure;
- Ensure that vulnerable children are known to staff and that a SAFeH/ First Point/CAMHS Referral/ EHCP is in place to support the child;
- Ensure that the SENCO and/ or School's Vulnerable Children Group regularly review any action plans;
- Keep up-to-date with information about self-injury;
- Liaise with head teacher;
- Contact parent(s)/carer(s) at the appropriate time(s). Involve the pupil in this process. Inform the parent(s)/carer(s) about appropriate help and support for their child which is available. Monitor the pupil's progress following an incident;
- Know when people other than parents (e.g. social workers, educational psychologists) need to be informed; and
- Know when to seek help to deal with their own feelings and distress.

Peer on Peer Abuse

A peer is someone who might be a child's friend, a child at school, or another child outside of school who may be a friend or relative. Abuse is something which usually physically or emotionally hurts another person by using behaviour that is meant to scare, hurt or upset that person. Sometimes, it can be hard to know when abuse is happening, because not all abuse will hurt, scare or upset, and the child might not know it is happening.

There are a number of different types of peer on peer abuse.

Types of Peer on Peer Abuse – Bullying

Bullying is a type of peer on peer abuse.

To find out how the school prevents and responds to bullying, please read our Anti-bullying Policy.

Child-friendly versions of the Anti-bullying policy are displayed around school.

Types of Peer on Peer Abuse – Sexting

This is sending inappropriate pictures, videos or messages – they can sometimes be called 'nude pics', 'rude pics' or 'nude selfies', but can also be rude messages.

Pressuring someone into sending these pictures, videos and messages is abuse.

It is illegal to have these kind of pictures or videos of a person if they are under 18 years old.

Types of Peer on Peer Abuse – Sexual Harassment

Sometimes, people can act sexually towards others and it might make them feel uncomfortable. This can happen online, on social media, through messages and face-to-face.

It might make someone feel scared, embarrassed, uncomfortable or upset.

It could be:

- Someone making sexual comments, like telling sexual stories, saying rude things or saying sexual things about someone's appearance or clothes.
- Calling someone sexual names.
- Sexual jokes or teasing.
- Being physical, like touching which makes children feel uncomfortable, messing with their clothes, or showing pictures or drawings which are of a sexual nature.
- Being sexual online, like sharing sexual pictures and videos, or posting sexual comments on social media.
- It might also be sexual threats or pushing someone to do something sexually that they don't want to or aren't ready for.

Types of Peer on Peer Abuse – Relationships

Children are taught, during Relationship and Sex Education (RSE) and PSHE lessons, that any relationship they have should be supportive and happy. A bad relationship might make someone feel scared, confused, worried and even unsafe.

Children are taught that good relationships are characterised by:

- Being comfortable around that person.
- The ability to be honest with that person.
- Being supportive
- Making people feel safe
- Mutual trust.
- Equality – both people having an equal influence.

Children are taught that bad relationships are characterised by:

- Violence or threats towards them, their friends or their belongings.
- Being told what they can and can't do.
- Feeling unsafe or scared.
- The person calling them names, making them feel bad in front of other people and/or making them feel bad about themselves.
- Anger exhibited by the other person which might make you feel anxious.
- Pressure to do something which they might not feel they should do (including sexual or illegal acts).

How does the school prevent peer on peer abuse?

The school aims to prevent peer on peer abuse by:

- Teaching children about peer on peer abuse in Relationship and Sex Education lessons, PSHE lessons, assemblies and circle times.
- Looking for behaviours which may indicate peer on peer abuse e.g.
 - Not going to school.
 - Having injuries, like bruises.
 - Feeling anxious.
 - Becoming withdrawn or shy.
 - Complaining of being ill.
 - Not being able to sleep, sleeping too much or getting nightmares.
 - Using alcohol or drugs.
 - Changing looks to look much older.
 - Being abusive to someone else.
 - Describe inappropriate relationships.

Child Criminal Exploitation (including county lines)

Child Criminal Exploitation is defined as, *'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact - it can occur through the use of technology'*

The exploitation of children and young people for crime is not a new phenomenon. Children under the age of criminal responsibility, or young people who have increased vulnerability due to push/pull factors who are manipulated, coerced or forced into criminal activity, provide opportunity for criminals to distance themselves from crime.

A current trend in criminal exploitation of children and young people are 'county lines' which refer to a 'phone line through which drug deals can be made. An order is placed on the number and typically a young person will deliver the drugs to the specified address and collect the money for the deal. These lines are owned and managed by organised crime gangs, often from larger cities, who are expanding their markets into rural areas.

Indicators that a child may be criminally exploited include:

- Increase in Missing episodes – particular key as children can be missing for days and drug run in other Counties
- Having unexplained amounts of money, new high cost items and multiple mobile phones
- Increased social media and phone/text use, almost always secretly
- Older males in particular seen to be hanging around and driving
- Having injuries that are unexplained and unwilling to be looked at
- Increase in aggression, violence and fighting
- Carrying weapons – knives, baseball bats, hammers, acid
- Travel receipts that are unexplained
- Significant missing from education and disengaging from previous positive peer groups
- Parent concerns and significant changes in behavior, that affect emotional wellbeing

We shall treat any child who may be criminally exploited as a victim in the first instance and refer to children's social care in the first instance. If a referral to the police is also required as crimes have been committed on the school premises, these will also be made.

Trafficked Children and Modern Slavery

Human trafficking is defined by the United Nations High Commission for Refugees

(UNHCR) in respect of children as a process that is a combination of:

- Movement (including within the UK); and
- Control, through harm / threat of harm or fraud.

For the purpose of exploitation any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse;
- Has a history with missing links and unexplained house moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice; and
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people;
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has

- no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today. If staff believe that a child is being trafficked or is a slave, this shall be reported to the designated safeguarding lead for referral to be considered to children's Social Care.

APPENDIX A - Abuse definitions

PHYSICAL ABUSE

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

EMOTIONAL ABUSE

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

SEXUAL ABUSE

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

NEGLECT

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

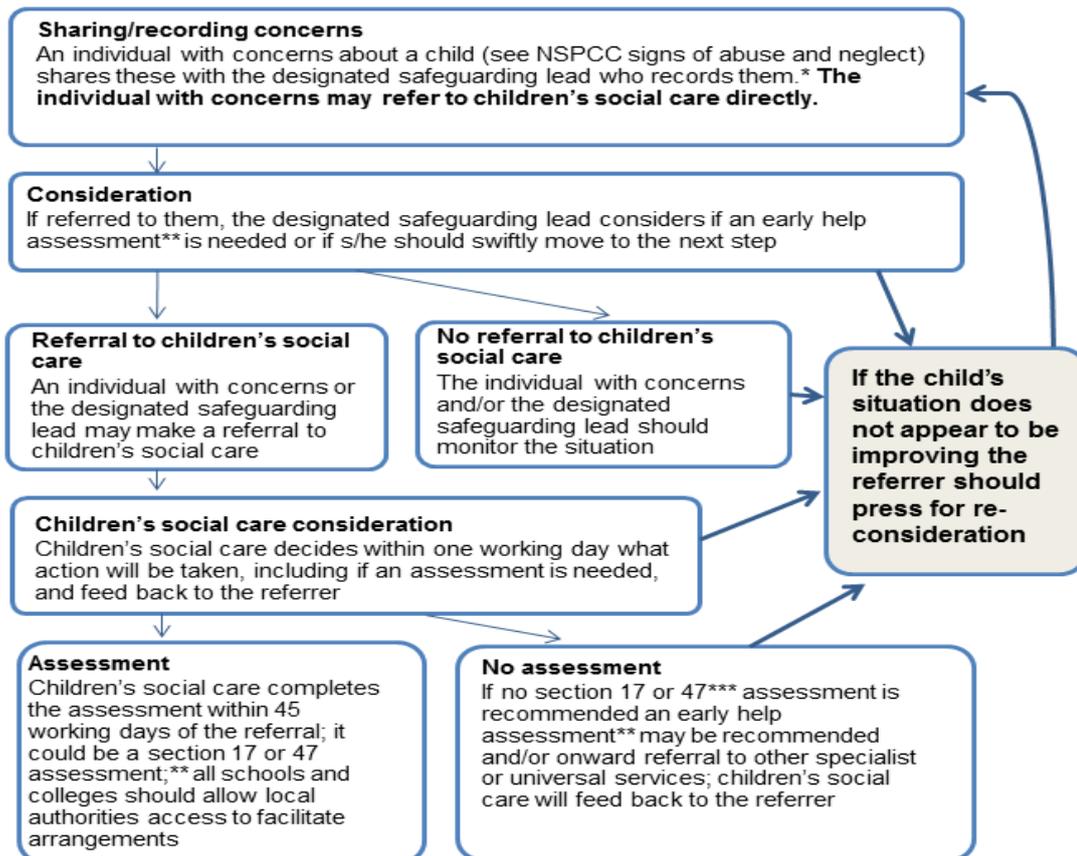
APPENDIX B

Detailed action taken by the DSL.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix C

COVID-19 Safeguarding and Child Protection Addendum at Emersons Green Primary School

Context

From 20th March 2020 parents were asked to keep their children 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. While this period has now ended, this situation may occur again at any time. This Appendix is intended as an addendum to the Child Protection Policy in that event.

This addendum is based on the LA template and advice from SWGfL on online teaching and learning.

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 addendum of the Emersons Green Primary School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

Context

Key contacts

Vulnerable children

Attendance monitoring

Designated Safeguarding Lead

Reporting a concern

Safeguarding Training and induction

Safer recruitment/volunteers and movement of staff

Online safety in schools and colleges

Children and online safety away from school and college

Supporting children not in school

Supporting children in school

Peer on Peer Abuse

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Karl Hemmings	01454 867474 07505083690	Karl.hemmings@egps.org.uk
Deputy Designated Safeguarding Leads	Soraya Young	01454867474 07765402926	Soraya.young@egps.org.uk
Chair of Governors	Mike Beard	07717803401	egpsgovernors@gmail.com
Safeguarding Governor	Jo Bishop	--	Jo.bishop@yahoo.co.uk

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. Those with an EHC plan shall be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, 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. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputy) 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. Emersons Green Primary School 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: **Soraya Young**

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 Emersons Green Primary School shall explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Emersons Green Primary School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Emersons Green Primary School shall encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Emersons Green Primary School and social workers shall agree with parents/carers whether children in need should be attending school – Emersons Green Primary School shall then follow up on any pupil that they were expecting to attend, who does not. Emersons Green Primary School shall also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Emersons Green Primary School shall, 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, Emersons Green Primary School shall notify their social worker.

Designated Safeguarding Lead

Emersons Green Primary School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: **Karl Hemmings (Headteacher)**

The Deputy Designated Safeguarding Lead is: **Soraya Young (Deputy Headteacher)**

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) shall be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader shall 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 the school or college.

Members of the Senior Leadership team who can coordinate safeguarding in the absence of the DSL: **Pip Foley, Gemma Leech, Laura Morson, Caroline Mountford**

It is important that all Emersons Green Primary School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site shall be made aware of who that person is and how to speak to them. The DSL shall continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

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 Safeguarding Governor (contact email above). This shall 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 report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors:
Mike Beard

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 shall 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). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter Emersons Green Primary School, they shall continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we shall take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and shall 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

Upon arrival, they shall be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Should a member of staff be unable to receive training due to Covid and social distancing requirements, then the school will provide online child protection training for that member of staff.

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, Emersons Green Primary School shall continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE). 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 Emersons Green Primary School are utilising volunteers, we shall continue to follow the checking and risk assessment process as set out in KCSIE 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Emersons Green Primary School shall 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.

Emersons Green Primary School shall continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals 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 or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Emersons Green Primary School shall continue to keep the single central record (SCR) up to date as outlined in KCSIE.

Online safety in schools and colleges

Emersons Green Primary School shall continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision shall be in place.

Children and online safety away from school and college

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 Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police. Online communication or teaching should follow the same principles as set out in the School code of conduct. Emersons Green Primary School shall ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Emersons Green Primary School to communicate with pupils. These must be approved by the LA/IT provider, to ensure they are secure.
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

Emersons Green Primary School is committed to ensuring the safety and wellbeing of all its Children and Young people.

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 contacts made. The communication plans can include; remote contact, phone contact, door-step visits.

Other individualised contact methods should be considered and recorded. Emersons Green Primary School and its DSL shall work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL shall consider any referrals as appropriate. The school shall share safeguarding messages on its website and social media pages.

The DSL and Deputy DSL shall make regular welfare checks with those pupils identified as vulnerable. These checks are recorded on a secure spreadsheet. If there are Safeguarding concerns as a result of these checks, these will be recorded in CPOMS. .

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

Emersons Green Primary School shall 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

Emersons Green Primary School is committed to ensuring the safety and wellbeing of all its students. Emersons Green Primary School shall continue to be a safe space for all children to attend and flourish. The Headteacher shall ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Emersons Green Primary School shall 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.

Emersons Green Primary School shall 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 as appropriate.

Where Emersons Green Primary School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – it will discuss them immediately with the LA.

Peer on Peer Abuse

Emersons Green Primary School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they shall follow the principles as set out in KCSIE and of those outlined within the Child Protection

Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Support from the Local Authority

The Local Authority Central Safeguarding Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This may take the form of an online meeting.

During previous school closure, the LA carried out Safeguarding checks with the DSL every couple of weeks, including reviewing safeguarding systems and monitoring vulnerable pupils. It is expected that, if schools were to close again due to Covid, that this should again take place.