

Hertfordshire County Council

Children's Services

Model Child Protection Policy for Schools

Department: Quality Assurance, Improvement and Practice

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Hertfordshire

Model Child Protection Policy for Schools
CSF0034
Kingsway Infant School – Updated June 2020

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CHILD PROTECTION POLICY

Kingsway Infant School

Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body in June 2020.

It is due for review in October 2020 (up to 12 months from the above date).

Signature: Caroline T-Walmsley

Date: 05/06/20

Headteacher

Signature: Mark Smith

Date: 05/06/20

Chair of Governors

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1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (Working Together to Safeguard Children, DfE, 2018, pg.6)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with:

- the Safeguarding Children Policy;
- the Behaviour and Anti-Bullying Policy;
- the Reducing the need for Restrictive Interventions in Schools Policy;
- the Online Safety Policy;
- the staff behaviour policy (Code of Conduct Policy);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead DSP (including the identity of the Designated Senior Person and any deputies).

All Staff/Governors are provided with a copy of Part One, Keeping Children Safe in Education (KCSIE) and also to staff at induction.

Purpose of a Child Protection Policy

To inform staff, parents/carers, volunteers (adult helpers) and Governors about the school's responsibilities for safeguarding children.
To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children Partnership Procedures

The school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedure and practice for all agencies in Hertfordshire working with children and their families.
<https://hertsscb.proceduresonline.com/index.htm>

School Staff & Volunteers (Adult Helpers)

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers (adult helpers) are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training (which is updated regularly – Hertfordshire Safeguarding Children Partnership advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Casual staff and volunteers (adult helpers) will be made aware of the safeguarding policies and procedures by the Designated Senior Person (DSP), including The Child Protection Policy and staff behaviour policy (Code of Conduct Policy)

Mission Statement

Establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.

Establish and maintain an ethos and culture where school staff and volunteers (adult helpers) feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or Child Protection Contact to specialist services if they are a child in need or have been/are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Refer to KCSIE Part two Para 89.

Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed at least annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the DSP and through staff performance measures.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)
Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)
- Keeping Children Safe in Education (DfE, September 2019)
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Serious Violence Strategy 2018

3. THE DESIGNATED SENIOR PERSON (DSP)

N.B. Keeping Children Safe in Education, DfE 2019 refers to this role as the Designated Safeguarding Lead – DSL

Governing bodies should ensure an appropriate **senior member** of staff, from the **School Leadership Team (SLT)**, is appointed to the role of Designated Safeguarding Lead (DSL), also known as the Designated Senior Person (DSP).

During term time the DSP and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be:

Hertfordshire Children's Services – 0300 123 4043
Police - 101

The Designated Senior Person (DSP) for Child Protection in this school is:

Caroline T-Walmsley

In the absence of the lead DSP, the Deputy Designated Senior Persons (DDSP) for Child Protection are:

Donna Byrne & Fran Rogers

The broad areas of responsibility for the Designated Senior Person are:

- managing Child Protection Contacts and cases
- contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- completing Child Protection Contacts for all cases of suspected abuse or neglect where there is a significant risk of harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- where the Headteacher is not the DSP, then to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and Police investigations
- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact by liaising with relevant agencies

- support staff who make Child Protection Contacts and other service referrals
- share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility
- ensure they have details of the CLA's social worker and the name of the virtual school Headteacher in the authority that looks after the child.

➤ Training

The DSP should undergo formal training every two years. The DSP should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Ensure each member of staff has access to and understands the school's Safeguarding and Child Protection Policies and procedures, especially new and part time staff
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
6. Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
7. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
8. Be able to keep detailed, accurate, secure written records of concerns, Child Protection Contacts and other referrals

9. Obtain access to resources and attend any relevant or refresher training courses
10. Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

➤ **Raising Awareness**

The Designated Safeguarding Person (DSP) should:

- ensure the school's policies are known, understood and used appropriately
- work with the Governing Body to ensure that the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- ensure the Safeguarding and Child Protection Policies are available publicly and that parents/carers are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contacts about suspected abuse or neglect may be made. Ensure parents/carers are aware of the role of the school in this.
- link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- ensure that when children leave the school, they ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school
- obtain proof that the new school setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information)
- consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives

4. THE GOVERNING BODY

Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their school are effective and comply with the law at all times.

Governing bodies should have a nominated Governor to take **leadership** responsibility for their school's safeguarding arrangements.

The nominated Governor for Child Protection is:

Julia Walters

The responsibilities placed on governing bodies include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective Child Protection Policy is in place, together with a staff behaviour policy (Code of Conduct Policy)
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2019) and Annex A and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Senior Person.
- ensuring that all of the Designated Senior Persons (including deputies) should undergo formal Child Protection training every two years (in line with HSCP procedures) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material

Additional information to support Governing Bodies is provided in Annex C of **Keeping Children Safe in Education (DFE 2019)**.

- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements

5. WHEN TO BE CONCERNED

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Senior Person (DSP) or deputy. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Any staff member should be able to make a Child Protection Contact to Children's Services if necessary.

All staff should be aware of the process for making Child Protection Contacts to Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow contact, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- managing any support for the child internally via the school's own support processes;
- completing a Families First Assessment or a Request for Support referral.
- a Child Protection Contact for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSP or deputy should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help (known as Families First in Hertfordshire)

Families First are Hertfordshire's strategy for early help for families.

A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst and will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSP any ongoing/escalating concerns so that consideration can be given to a Child Protection Contact to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

If early help is appropriate, the DSP or deputy will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

School staff members should be aware of the main categories of maltreatment:

Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect

They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

See Appendix A of KCSIE for specific safeguarding issues and Appendix 4 of this policy for information on indicators of abuse.

Children with special educational needs and disabilities (SEND):

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- ❖ Communication barriers and difficulties
- ❖ Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- ❖ A disabled child's understanding of abuse
- ❖ Lack of choice/participation
- ❖ Isolation

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and raising concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

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

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore they should *recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.*

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at:

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Guidance on responding to and managing sexting incidents can be found at:

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe e.g. Behaviour and Anti-Bullying Policy
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued e.g. Safeguarding Children Policy
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported e.g. Safeguarding Children and Whistleblowing Policies
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place e.g. Behaviour and Anti-Bullying Policy
- **Where there is an allegation or concern that a child has abused others Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic) , ‘Children Who Abuse Others’:**

http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

Staff should also refer to Part five of Keeping Children Safe in Education (DfE 2019) – ‘Child on child sexual violence and sexual harassment’:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Also refer to Schools Toolkit the characteristics of young people’s vulnerability to Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) on the Hertfordshire Grid for Learning (HFGL).

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

6. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff/volunteer (adult helper) should:

- listen to what is being said without displaying shock or disbelief
- accept what is being said
- allow the child to talk freely
- reassure the child, but not make promises which it might not be possible to keep
- never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell
- listen, only asking questions when necessary to clarify
- not criticise the alleged perpetrator
- explain what has to be done next and who has to be told
- make a record (see Record Keeping)
- pass the information to the Designated Senior Person (DSP) without delay.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer (adult helper) should, therefore, consider seeking support for him/herself and discuss this with the DSP.

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see Section 11: Allegations Involving School Staff/Volunteers (Adult Helpers).

7. RECORD KEEPING

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded using CPOMS (Child Protection Online Monitoring System) or in writing (school Record of Concern sheet). If in doubt about recording requirements staff should discuss with the Designated Senior Person (DSP).

When a child has made a disclosure, the member of staff/volunteer (adult helper) should:

- record as soon as possible after the conversation
- use CPOMS or the school Record of Concern sheet (pro-forma available on the HGFL)
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- use the body map on HGFL to indicate the position of any injuries
- record statements and observations rather than interpretations or assumptions
- do not destroy the original records in case they are needed by a court

All records need to be given to the DSP promptly. No copies should be retained by the member of staff or volunteer (adult helper).

The DSP will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

8. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers (adult helpers) in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children’s Services: Safeguarding and Specialist Services and the Police).

- If a child confides in a member of staff/volunteer (adult helper) and requests that the information is kept secret, it is important that the member of staff/volunteer (adult helper) tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers (adult helpers) who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

9. SCHOOL PROCEDURES

See Appendix 3: What to do if you are worried a child is being abused: flowchart.

If any member of staff is concerned about a child he or she must inform the Designated Senior Person (DSP). The DSP will decide whether the concerns should be raised to Children's Services by completing a Child Protection Contact: Safeguarding and Specialist Services. If it is decided to make a Child Protection Contact to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSPs role to make Child Protection Contacts, any staff member can make a Child Protection Contact to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a Child Protection Contact should be made to Children's Services and/or the Police immediately. Where Child Protection Contacts are made by another member of staff, the DSP should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the Police via 101. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2019): Annex A for further information.

If the allegations raised are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the school's Behaviour and Anti-Bullying Policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and factual account of the observations (see Record Keeping).

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a record will be kept (see Section 7: Record Keeping).

If a pupil who is/or has been the subject of a child protection plan changes school, the DSP will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

The DSP is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

10. COMMUNICATION WITH PARENTS/CARERS

Kingsway Infant School will ensure the Child Protection Policy is available publicly either via the school website or by other means.

Parents/carers should be informed prior to a Child Protection Contact, unless it is considered to do so might place the child at increased risk of significant harm by:

- the behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- leading to an unreasonable delay;
- leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s)/carer(s) where this would place a member of staff at risk).

Ensure that parents/carers have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Where reasonably possible schools should hold more than one emergency contact number for their pupils.

11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS (ADULT HELPERS)

An allegation is any information which indicates that a member of staff/volunteer (adult helper) may have:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child

- behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer (adult helper) has contact within their personal, professional or community life.

What school staff should do if they have concerns about safeguarding practices within the school?

All staff and volunteers (adult helpers) should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's Senior Leadership Team (SLT).

If staff members have concerns about another member of staff then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors.

The Chair of Governors in this school is:

Mark Smith

01923 675005

In the absence of the Chair of Governors, staff may consider discussing any concerns with the school's deputy DSP and make a referral via them (see Keeping Children Safe in Education: Part Four, DfE 2019, for further information).

The deputy DSPs in this school are:

Donna Byrne & Fran Rogers

01923 675005

In the event of allegations of abuse being made against the Head Teacher and a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Children's Services – 03001234043
SOOHS (Out of Hours Service-Children's Services) – 03001234043

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Headteacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

For further information see:

Hertfordshire Safeguarding Children Procedures Manual Section 4.1 Managing Allegations against Adults who work with Children and Young People

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 123 4043
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.
Staff can call: 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday
Email: help@nspcc.org.uk

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the school staff behaviour policy (Code of Conduct Policy) and Safer Recruitment Consortium document.

Guidance for safer working practice for those working with children and young people in education settings (May 2019) available at:

<https://www.saferrecruitmentconsortium.org/>

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's Behaviour and Anti-Bullying Policy for more information.

APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2019)

Part One: Information for all School and College Staff

Annex A: Further information

On publication of this Child Protection Policy (September 2019), the CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to the potential for updates to the content.

All staff and Governors should have access and have read Part one and Annex A (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. They should also have the opportunity to seek clarity from designated staff for any content.

This is to assist staff and Governors to understand and discharge their role and responsibilities as set out in this guidance.

We highly recommend that Staff and Governors are asked to sign to say they have read these sections (please see Appendix 2 below) and should subsequently be re-directed to these documents again should any changes occur.

Link to Keeping Children Safe in Education (DfE, 2019):

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

APPENDIX 2: DECLARATION FOR STAFF/GOVERNORS

Child Protection Policy and Keeping Children Safe in Education (DfE 2019)

School: Kingsway Infant

Academic Year: 2019/20

Please sign and return to Caroline T-Walmsley (DSP)

I, _____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these documents:

- (1) The School's Child Protection Policy (updated June 2020)
- (2) **Part One and Annex A** of 'Keeping Children Safe in Education' DfE Guidance, 2019
(I have my own copy)

I am aware that the DSP's and I are able to discuss concerns that I may have with them.

Caroline T-Walmsley – DSP

Donna Byrne – Deputy DSP

Fran Rogers – Deputy, Deputy DSP

I know that further guidance, together with copies of the policies mentioned above, are available on the school website, staffroom noticeboard and the Grid.

Signed: _____ Date: _____

APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2019)

Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation
- Know what systems the school have in place regarding support for safeguarding e.g. Induction training, staff behaviour policy (Code of Conduct Policy) and the role of the Designated Safeguarding Lead, known as Designated Senior Person (DSP)

Question behaviours

- Talk and listen to the views of children, be non-judgemental
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the Headteacher, if the concerns are about the Headteacher, report to Chair of Governors. Utilise the Whistleblowing Policy and procedures.

Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's DSP
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will complete a Child Protection Contact to Children Services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 0300 123 4043 or the Police 101

APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2018)

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.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness

Parent/Carer	Family/Environment
Parent/carers with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help, parents/carers not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of 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 over protection 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.

Child

Self-harm	Over-reaction to mistakes / inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Parent/Carer

Family/Environment

Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents/carers and/or family siblings
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.

Overly critical of the child	Lack of support from family or social network.
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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.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent/Carer	Family/Environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

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.

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

Parent/Carer

Family/Environment

History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent/carer displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents/carer and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

APPENDIX 5



Department
for Education

Guidance

Coronavirus (COVID-19): safeguarding in schools, colleges and other providers

Published 27 March 2020

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1. Background

This guidance is relevant to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units.

Key Contacts at Kingsway Infant School:

If you are unable to telephone the named key contact for the school, please email the office with your concern/query for attention of the DSP/Designated Safeguarding Lead
admin@kingsway.herts.sch.uk

Role	Name	Contact number
Designated Safeguarding Lead/DSP	Caroline T-Walmsley	01923 675005
Deputy Designated Safeguarding Leads (DSPs)	Donna Byrne	01923 675005
	Fran Rogers	01923 675005
Headteacher	Caroline T-Walmsley	01923 675005
Chair of Governors	Mark Smith	01923 675005
Vice Chair of Governors	Julia Walters	01923 675005
Safeguarding Governor	Julia Walters	01923 675005

2. Role of the Local Authority

The Department for Education (DfE) is working very closely with all local authorities to ensure that children of critical workers and vulnerable children can, where required, attend a school. The department will, via regional school commissioners, continue to support local authorities' crucial responsibilities in maintaining effective safeguarding and child protection services in this challenging time to ensure schools can access the support they need.

3. Safeguarding and Clusters

Where schools collaborate and children and/or staff from multiple settings are clustered in one place, the principles in **Keeping Children Safe in Education (KCSIE)** and this guidance continue to apply. In particular, the school that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers (adult helpers) have been appropriately checked and risk assessments carried out as required. Additional advice on clusters and safeguarding will be provided in due course.

4. Keeping Children Safe in Schools

KCSIE is statutory safeguarding guidance that schools should continue to have regard to as per their legislative duty and/or funding agreement requirements.

Whilst acknowledging the pressure that schools are under, it remains essential that as far as possible they continue to be safe places for children. This guidance supports Governing Bodies, Senior Leadership Teams and Designated Safeguarding Leads (known in school as Designated Senior Persons – DSPs) so they can continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools might consider Safeguarding Policy and process differently when compared to business as usual.

The way schools are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- ✓ with regard to safeguarding, the best interests of children must always continue to come first
- ✓ if anyone in a school has a safeguarding concern about any child they should continue to act and act immediately
- ✓ a DSP or deputy should be available
- ✓ it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- ✓ children should continue to be protected when they are online

Schools should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their Child Protection Policy.

5. 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 DSP/Headteacher. 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 report 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.

Staff can also use the Kingsway Infant School Whistleblowing Policy or report concerns to:

Hertfordshire Children's Services (Local Authority) on 0300 123 4043

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

Mark Smith 01923 675005

6. Child Protection Policy

Kingsway Infant School will have an effective Child Protection Policy in place reflecting business as usual. This appendix helps the school comply with the new arrangements in response to COVID-19. It is important DSL/DSP or deputy, wherever possible review and revise the Child Protection Policy and keep it under review as circumstances continue to evolve. This Child Protection Policy reflects:

- ☐ any updated advice received from *Hertfordshire Safeguarding Children Partnership (HSCP)*
<https://www.hertfordshire.gov.uk/about-the-council/news/coronavirus-service-service-updates.aspx>
- ☐ any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need
- ☐ what staff and volunteers (adult helpers) should do if they have any concerns about a child
- ☐ the continued importance of all staff and volunteers (adult helpers) acting and acting immediately on any safeguarding concerns
- ☐ DSL/DSP (and deputy) arrangements
- ☐ the continued importance for school staff to work with and support children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children
- ☐ peer on peer abuse - given the very different circumstances schools are operating in a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)
- ☐ what staff and volunteers (adult helpers) should do if they have concerns about a staff member or volunteer (adult helper) who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school responds to any such concerns)
- ☐ any arrangements to support children the school are concerned about who do not meet the 'vulnerable' definition
- ☐ what arrangements are in place to keep children not physically attending the school safe, especially online and how concerns about these children should be progressed

It is important that all staff and volunteers (adult helpers) are aware of the new policy, kept up to date as it is revised and it should continue to be made available publicly.

7. Designated Safeguarding Lead (DSL) – known in school as the Designated Senior Person (DSP)

The optimal scenario for any school providing care for children is to have a trained DSL/DSP or deputy available on site. It is recognised this may not be possible, and where this is the case these are the options to consider:

- a trained DSP or deputy from the school can be available to be contacted via phone or online video - for example working from home
- sharing trained DSPs or deputies with other schools (who should be available to be contacted via phone or online video)
- everyone is responsible for keeping children/young people safe and anyone can make a safeguarding referral, in this event if any employee or volunteer (adult helper) is faced with an emergency they should call:

Children Services on 0300 123 4043 or the Police 101

Where a trained DSP or deputy is not on site, in addition to one of the above options, the department recommend a senior leader takes responsibility for coordinating safeguarding on site. This means managing access to child protection files, liaising with the offsite DSL/DSP (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.

Named Senior Leaders are:	Contact details
Debbie Knights	01923 675005
Aimee Smith	01923 675005
Erika Recska	01923 675005

Whatever the scenario, it is important that all school staff and volunteers (adult helpers) have access to a trained DSP or deputy and know on any given day who that person is and how to speak to them.

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

Every school including Kingsway Infant face unique challenges at this time. Where reasonably possible, the DSP (or deputy) should consider these in a child protection context and reflect them in the Child Protection Policy as appropriate.

8. Vulnerable Children

Ensuring that vulnerable children remain protected is a top priority for the government. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, read more in the [guidance on vulnerable children and young people](#) for further information.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.

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

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

9. Attendance

Local authorities and Kingsway Infant School do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Kingsway Infant School will liaise closely with children's services, social workers safeguarding teams and the parents, carers and families to assess whether children in need should attend educational provision. Where care has been arranged for their child(ren) and the child(ren) does/do not subsequently attend, enquiries will be made with both parents/carers and the relevant safeguarding professionals.

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

Kingsway Infant will also follow up with ANY parent or carer who has arranged care for their child(ren) and the child(ren) who subsequently does/do not attend.

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

The DfE has introduced a **daily online attendance form** to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

10. Staff Training and Safeguarding Induction

All existing school staff will already have had safeguarding training and have read part 1 of KCSIE and staff at Kingsway Infant School will be made aware of any new local arrangements so they know what to do if they are worried about a child.

Where new staff are recruited, or there are new volunteers (adult helpers), the school will continue to provide a safeguarding induction. An up-to-date Child Protection Policy (described above) will support this process as will part 1 of KCSIE.

The existing Kingsway Infant workforce may move between schools on a temporary basis in response to COVID-19. The receiving school should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's Child Protection Policy, confirmation of local processes and confirmation of DSL/DSP arrangements.

11.Children Moving Schools (and Colleges)

It will be important for any school whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable.

For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving school/setting should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving school/setting should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan. The named/allocated social worker contact details (name, number and where appropriate, email address) should be given to the relevant contact at the receiving school/setting (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as is reasonably practicable. Any exchanges of information will ideally happen at DSL/DSP (or deputy) level, and likewise between special educational needs coordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst schools must continue to have appropriate regard to Data Protection and GDPR, they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE.

12.Safer Recruitment/Volunteers (Adult Helpers) 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. If Kingsway Infant School are recruiting new staff, they will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of 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 Kingsway Infant utilise volunteers (adult helpers), they will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer (adult helper) who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the Kingsway Infant workforce already engaged in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS

check should be obtained, where that member of the workforce temporarily moves to another school to support the care of children. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (adult helper), see above. Whilst the onus remains on schools to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

Schools must continue to follow their 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.

Kingsway Infant School 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. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers (adult helpers) will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, schools must continue to keep the Single Central Record (SCR) up-to-date as outlined in paragraphs 148 to 156 in KCSIE. The SCR can, if a school chooses, provide the means to log everyone that will be working or volunteering in Kingsway Infant School on any given day, including any staff who may be on loan from other institutions. The SCR can also, if a school chooses, be used to log details of any risk assessments carried out on volunteers (adult helpers) and staff on loan from elsewhere.

13. Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers should be aware of this in setting expectations of pupils' work where they are at home. The department is providing separate guidance on providing education remotely.

Where they are providing for children of critical workers and vulnerable children on site, Kingsway Infant School will ensure appropriate support is in place for them. Our guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state. This may be displayed in a range of different ways, and that can be an indication of an underlying problem. Support

for pupils in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. You can read the guidance on [Mental Health and Behaviour in Schools](#).

14. Online Safety in Schools (and Colleges)

It will be more important than ever that schools provide a safe environment, including online. Schools will continue to ensure that appropriate filters and monitoring systems (read [guidance on what “appropriate” looks like](#)) are in place to protect children when they are online on the school’s IT systems or recommended resources. Schools should consider who in their institution has the technical knowledge to maintain safe IT arrangements.

Kingsway Infant School Contingency Arrangement	SITTS – School IT Technical Systems/Support IT Co-ordinator – Debbie Knights
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The [UK Council for Internet Safety](#) provides information to help Governing Boards and proprietors assure themselves that any new arrangements continue to effectively safeguard children online.

The [UK Safer Internet Centre’s professional online safety helpline](#) also provides support for the children’s workforce with any online safety issues they face. Local authorities may also be able to provide support.

15. Children and Online Safety Away from School (and College)

Kingsway Infant School will be doing what they reasonably can to keep all of their children safe. In most cases, the majority of children will not be physically attending the 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 Child Protection Policy and where appropriate referrals should still be made to children’s social care and as required the Police.

The DfE is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published [guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) could help plan online lessons and/or activities and plan them safely.

Kingsway Infant School will consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school’s staff behaviour policy (sometimes known as a Code of Conduct). This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

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 the DSP or as required, Children's Service's and/or Police.

Online teaching will follow the same principles as set out in the Code of Conduct and the school will ensure any use of online learning tools and systems are in line with Privacy and Data Protection/GDPR requirements.

The following should be considered 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.
- ✓ Pupils should be supervised at home by an adult when accessing the lesson
- ✓ 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 Kingsway Infant School to communicate with pupils
- ✓ Staff should record, the length, time, date and attendance of any sessions held.

The principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) may help Kingsway Infant satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools may be able to seek support from their Local Authority/Herts for Learning when planning online lessons/activities and considering online safety.

Kingsway Infant School will ensure any use of online learning tools and systems is in line with Privacy and Data Protection/GDPR requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school this should also signpost children to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Kingsway Infant School will be in regular contact with parents and carers. Those communications will be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement their school online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, Kingsway Infant school will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:

- **Internet matters** - for support for parents and carers to keep their children safe online
- **London Grid for Learning** - for support for parents and carers to keep their children safe online
- **Net-aware** - for support for parents and carers from the NSPCC
- **Parent info** - for support for parents and carers to keep their children safe online
- **Thinkuknow** - for advice from the National Crime Agency to stay safe online
- **UK Safer Internet Centre** - advice for parents and carers

The DfE encourages schools to share this support with parents and carers

16. Help and Support

Advice for the education sector is being updated daily.

The Department for Education COVID-19 helpline, is available to answer questions.

DfE coronavirus helpline Telephone 0800 046 8687

If you have a query about coronavirus (COVID-19), relating to schools and other educational establishments in England contact our helpline.

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

If you work in a school, please have your unique reference number (URN or UK PRN) available when calling the hotline.

DfE: March 27th 2020

Please check government website for any relevant updates on a regular basis:

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

Review date: October 2020