LEICESTERSHIRE COUNTY COUNCIL
CHILDREN & FAMILY SERVICES

POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION FOR SHERRIER SCHOOL
(including Appendix 8 -ADDENDUM for COVID-19 special arrangements)

(VERSION: September 2020)

Name of school:-

Sherrier Cof E Primary School

This policy is reviewed at least annually by the governing body, and was last reviewed on:-

First Full Governing Body Meeting – Autumn term 2020

Signature …….. (Chair of Governors)

Print Name ……

CONTENTS **Page**

Named staff & contacts 3

1.Introduction 4

2.Safeguarding Commitment 5

3.Roles and Responsibilities

General 6

Governing Body 6

Headteacher 7

Designated Safeguarding Lead 8

4.Records, Monitoring and Transfer 10

5.Support to pupils and School Staff 10

6.Working with parents and carers 14

7.Other Relevant Policies 14

8.Recruitment and Selection of Staff 15

Appendix 1 - Procedure to follow in cases of possible, alleged or suspected abuse 16

Appendix 2 - Procedure for allegations against staff and volunteers 18

Appendix 3 - EY Policy for the use of Cameras and Mobile Phones 19

Appendix 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation 20

Appendix 5 – Radicalisation and Extremism Risk Assessment 21

Appendix 6 – Female Genital Mutilation 22

Appendix 7 – Indicators of abuse and neglect 23

Appendix 8- Addendum for working at home / COVID 24

Named staff and contacts

- Designated Safeguarding Lead: Lyndsey Beckett, Headteacher
- Deputy Designated Safeguarding Lead/s Kellie Kirby, Deputy Headteacher, Nicky Ashby, SENDCO, Amy Farnsworth , Behaviour and Vulnerable Pupil Lead, Karen Lill, Pastoral Manager
- Designated Teacher for Children in Care: Nicky Ashby, SENDCO
- Nominated Safeguarding Governor: Dennis Smith
- Safeguarding and Performance Unit contacts:

Head of Service - Safeguarding and Performance Service

Kelda Claire 0116 3059084 / 07507686100

LADO / Allegations:
Kim Taylor / Lovona Brown 0116 305 7597
Safeguarding Development Officers:
Simon Genders 0116 305 7750
Ann Prideaux 0116 305 7317

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

Telephone	0116 3050005
Email	childrensduty@leics.gov.uk
Address	First Response Children's Duty Room 100b County Hall Championship Way Glenfield LE3 8RF

All other referrals including Early Help (Children & Family Wellbeing) Service
http://lrsb.org.uk/childreport

Early Help queries and Consultation Line 0116 3058727

1 Introduction

1.1 Sherrier Cof E Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

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

- the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements

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

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);

- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);

- **Support** (to pupils and school staff and to children who may have been harmed or abused);

- **Working with parents** (to ensure appropriate communications and actions are undertaken).

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

1.5 **Extended school activities**

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

2 Safeguarding Commitment

2.1 For the purposes of this policy, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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

2.3 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;

- Include in the curriculum activities and opportunities for PSHE/Citizenship/Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help;

- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;

- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.

2.4 **Safeguarding in the Curriculum**

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

The following areas are among those addressed in PSHE and Relationships Education , Relationships and Sex Education and Health Education as part of the wider curriculum and as part of our Beckett List (Be able to save a life, Keep safe, Take Care of Yourself)

- Bullying/Cyberbullying: Assemblies to raise awareness / Safer Internet Day – 11th February, 2019
- Drugs, alcohol and substance abuse – Year 6 Warning Zone visit – including info re County Lines
- e-Safety / Internet safety- Throughout curriculum
- Stranger danger – Police visits
- Fire and water safety- Year1 and 5 (Leicestershire Fire Service visits)
- Year 4 enhanced curriculum activity safety- Year 4 curriculum topic
- Year 5 Cycle Safety- Bikeability
- Domestic violence / Relationships / Consent Y5/6 SRE work
- Diversity issues e.g. So called Honour Based Violence forced marriage, Female Genital Mutilation (particularly staff awareness of indicators of abuse (see Appendix 6),
- Honour Based Violence (HBV) Beckett List Keeping safe as part of our Philosophy for Children enquiries
- Sexual exploitation of children (CSE) including online
- Preventing Extremism and Radicalisation – see Appendices 4 and 5

3 Roles and Responsibilities

3.1 General

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

The names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 **Governing Body**

In accordance with the statutory guidance "Keeping children safe in education" September 2020, the Governing Body will ensure that:-

- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.

- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, nominated Governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training.

- There are procedures for dealing with safeguarding concerns and allegations of abuse against members of staff and volunteers (see Appendix 2).

- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.

- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc.

- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated at least annually, (and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education, the pupil behaviour policy and how to respond if children go missing). The Local Authority Induction leaflet, ("Safeguarding in Education Induction – Child Protection Information, Safer Working Practice") will be used as part of this induction and Annex A from "Keeping children safe in education" September 2020 is provided to all staff working directly with children.

- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.

- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any safeguarding concerns or allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO) *At Sherrier this is the Chair of Governors, Mark Janssens or Nick Ashman Vice Chair of Governors*

- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings May 2019" (supplemented by the COVID-19 Addendum April 2020). Information is provided to the Local Authority (on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.

- There is an individual member of the Governing Body (Dennis Smith) who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Governing Body.

- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the

procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

3.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff;

- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;

- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

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

3.4 **Designated Safeguarding Lead**

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping children safe in education" and include:

- Acting as a point of contact and the provision of information to the Safeguarding Children Partnership on safeguarding and child protection.

- Liaising with the headteacher or principal about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- Liaising with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.

- Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed).

- Referral of cases to the Channel programme (through the local police Prevent Engagement Team) where there is a radicalisation concern.

- Acting as a source of support, advice and expertise within the school and liaising with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral, by liaising with relevant agencies.

- To attend and contribute to child protection conferences and other multi-agency safeguarding meetings when required.

- Being alert to the specific needs of vulnerable children, especially those with a social worker, special educational needs, a disability and young carers and promote their educational outcomes by sharing relevant information with teachers and leaders about welfare, safeguarding and child protection issues;

- Ensuring each member of staff has access to and understands the school's safeguarding/child protection policy especially new or part-time staff who may work with different educational establishments;

- Ensuring all staff have induction training covering child protection, the pupil behaviour policy, children who go missing and staff behaviour. Staff will be trained to recognise, record and report any concerns immediately they arise and will be provided with Part 1 of "Keeping children safe in education" and Annex A to those working directly with children;

Keeping detailed (signed and dated), accurate and secure written records of concerns, actions and referrals;

- Obtaining access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.

- Where children leave the school, ensuring their child protection file is passed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible (best practice is in a face to face meeting)– this will be in advance of the pupil arriving where specific ongoing support is required.

- Maintaining and monitoring secure child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on "Records, Monitoring and Transfer" below.

4 **Records, Monitoring and Transfer**

Sherrier uses CPOMS as a system to record, monitor and transfer records concerning Child Protection

4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are written down *(or typed)*, signed *(possibly electronically by a time and member of staff log in entry)* and dated and passed immediately to the Designated Safeguarding Lead (or a Deputy). The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

4.3 Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead (and relevant deputies) and the Headteacher.

4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarizing case activity and significant events in the child's life, helps to enable effective monitoring. Any actions taken are clearly indicated. At Sherrier this is undertaken at a monthly meeting between all relevant staff.

4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support, relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police, are copied.

5 Support to pupils and school staff

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

5.2 **Peer on Peer Abuse** - This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. However, peer on peer abuse is more likely to be perpetrated by boys on girls. There are a number of school and local authority or Safeguarding Children Partnership guidance and policies to address these concerns including the pupil Behaviour Policy, Anti-bullying Policy, E-safety Policy, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance) and the DfE guidance "Sexual violence and sexual harassment between children in schools and colleges"
Where an incident has occurred or specific risks are identified, a formal risk assessment will be undertaken in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Appropriate support will be offered to both the alleged victim and the child or young person accused and a referral to any relevant outside agency will be made eg Police/Social Care. Procedures are detailed in the linked school policies mentioned above.

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

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

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

Curriculum

- Planned PHSE and Relationships Education, Relationships and Sex Education and Health Education will include a number of safeguarding issues as set out in the DfE statutory guidance.

This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Responding to an incident

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

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

5.6 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)** are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow

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

5.7 **So-called 'honour-based' abuse** encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.8 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

5.9 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

5.10 **Support for Staff**

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

6 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of Children & Family Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

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

- Pupil Behaviour Policy
- Staff Code of Conduct ("Guidance for Safer working practice") and Embrace Code of Conduct
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidance "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Relationships Education, Relationships and Sex Education and Health Education Site Security
- Equal Opportunities
- Toileting/Intimate care
- E-safety
- Extended school activities

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

8 Recruitment and Selection of Staff (also see the Safer Recruitment policy)

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

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

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

safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.

8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

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

A. General

1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.

2) It is important that all parties act swiftly and avoid delays.

3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.

5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

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

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

2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.

3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.

4) If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or Vice Chair of Governors, or failing that to the Local Authority Allegations Manager (LADO).

5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. <u>Designated Safeguarding Lead – main procedural steps</u>

1) Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity.

2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professional's consultation line.

3) Share information confidentially with those who need to know.

4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link http://lrsb.org.uk/childreport).

5) If the concern is about children using harmful sexual behaviour, also refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).

6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS AND VOLUNTEERS

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

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Relevant documents:

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

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

i. Write a dated and timed note of what has been disclosed or noticed, said or done.

ii. Report immediately to the Headteacher.

iii. Pass on the written record.

iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

2) Headteacher (or Chair of Governors)

i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.

iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.

iv. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.

v. Ongoing involvement in cases:

- Liaison with the Allegations Manager (LADO)
- Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

APPENDIX 3

Early Years (EY) Policy for the use of Cameras and Mobile Phones

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

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

APPENDIX 4

Safeguarding pupils who are vulnerable to extremism and radicalisation

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

These include:

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

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

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

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

APPENDIX 5

Date completed…13/9/16. 15/9/17 14/9/18 18/9/19 7/9/20 Signed: L Beckett

	Yes/No	Evidence
Does the school have a policy?	Yes	FGB minutes ratification in Autumn 2016
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	Training of HT to be able to refer any concerns 1 referral June 2016
Have staff received appropriate training?	Yes	ALL staff briefed on signs to look for when referring to DSL's New staff have been briefed on induction Governors given update on 12th June 2017 Channel online training Feb 2019 for LB
Has the school got a trained Prevent lead?	Yes	Headteacher
Do staff know who to discuss concerns with? (Single point of contact - SPOC)	Yes	Any DSL or DDSL SPOC – Lyndsey Beckett Headteacher
Is suitable filtering of the internet in place?	Yes	A form is also available if any e –safety concerns arise
Do children know who to talk to about their concerns?	Yes	With additional ways to express any worries (Worry Box in Main Entrance / By Headteacher corridor
Are there opportunities for children to learn about radicalisation and extremism?	Developing	Ethos of school promotes respect and support for other's views. School looking at appropriate curriculum opportunities and in particular P4C- P4C Festival November 2017
Have any cases been reported?	Yes	SPOC dealt with from staff referring concerns – CP cabinet
Are individual pupils risk assessed?	Yes	In consultation with Prevent Officer – case closed but monitoring by school to continue.
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)	Certain Political messages have been given to households in Lutterworth (BNP) Lack of ethnic diversity has in some cases led to an ignorance / lack of awareness of other faiths- no notable tensions but school is educating the next generation to celebrate other's achievements and faiths	
Comment on the school's community, locality and relevant history Lack of ethnic diversity has in some cases led to an ignorance / lack of awareness of other faiths- no notable tensions but school is educating the next generation to celebrate other's achievements and faiths. Historically, the school encountered some tensions when teaching about other religions and faiths.		
Risk evaluation	**Low** **Medium** **High**	Way Forward: Continue to promote our positive and inclusive ethos Maintain the broad and diverse curriculum Continue to monitor any behaviour in our records to suggest any patterns or trends and concerns

APPENDIX 6

Female Genital Mutilation

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

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

APPENDIX 7

Indicators of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

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

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

Appendix 8

Addendum for Sherrier Primary School Child Protection and Safeguarding Policy (as of March 2020) regarding COVID 19

Context

This addendum of the Sherrier Primary School Child Protection and Safeguarding Policy contains details of our individual safeguarding arrangements during school closure: If during the course of our school closure or partial you have any concerns regarding child protection and/or safeguarding issues which may arise either from your contacts with students or from information passed on to you in the course of your work, please do not hesitate to report these concerns ASAP via the email link below. Sned and email that is FAO a DSL aat Sherrier to email below:

office@sherrier.embracemat.org

1. As a school we have created a list of children we feel are vulnerable or that we may be concerned about – this list can be added to over time if appropriate
2. 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.
3. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority.
4. 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. The Safeguarding team continues to make Children's social services, Early Help referrals.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. We are ensuring that our SENDCO/DSL is ringing home at least once a week to the most vulnerable students. The Headteacher has also makes weekly contact with children at home when delivering the FSM packages. Records are kept in terms of when contact is made and CPOMS is updated with this information.

Sherrier C of E Primary School will continue to work to help protect vulnerable children. This may include working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

Reporting a concern (not in school)

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 or by ringing our DSL Lyndsey Beckett as per number on our Sherrier phoneline where this is not possible

Reporting a concern (whilst in school)

Where staff have a concern about a child attending our provision during partial closure they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS or by bringing a signed and dated written note to the DSL at school. If they are not onsite they can be called on the telephone numbers on our Sherroer Snowline (staff only):

Allegations

Staff are reminded of the need to report any concern immediately and without delay. If staff has concerns about a staff member who may pose a risk to children they should follow the procedure to report an allegation as stated in Child Protection and Safeguarding Policy and contact Lyndsey Beckett Headteacher (via email or phone as per Sherrier snowline) without delay. As per the policy, if the concern

is regarding the Headteacher then Mark Janssens, Chair of Governors must be informed – use email address m.janssens@sherrier.embracemat.org

Safeguarding Training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL will 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, they will continue to be provided with a safeguarding induction – process to be confirmed on appointment

Working across schools

As is the case at Sherrier, where children are attending from a different setting then the receiving school will be contact the 'usual school setting' to be made aware of any relevant welfare and child protection information.

Where appropriate the receiving school will request and receive copies of

- Education and Health Care Plan
- Child in Need Plan
- Child Protection Plan
- Looked After Children – Personal Education Plan and name of their social worker as well as name of the Virtual School Head
- Medical information
- These should be received ideally before the child arrives but realistically as soon as possible. If DSL/DDSL not available to receive then any member of the SLT should do so.

Online safety Key principles

Sherrier Primary school will continue to provide a safe environment, including when working online. This includes the use of an online filtering system for any school computer and IT equipment being used off site.

Staff must follow any additional guidance given about DSE (Display Screen Equipment) and its use in the home when used as a work environment.

Sherrier Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Continue to consider online safety by implene ting following procedures:

- **The Designated person in charge in school each day** (see Team Timetable) will be in charge of making sure we continue to consider online risks and how to protect children online
- **ALL teaching staff** (working from home) to be responsible for sending out regular reminders about online safety and dangers of too much screen time.
- **Reporting any concerns to DSL's who will make the appropriate referrals to Social Care or Police**

Protocols for working remotely during Covid-19 pandemic.

These protocols are now forming Sherrier School's Policy and relate directly to Embrace Mat Code of Conduct 2020-2021 so are expected to be adhered to. The protocols are designed to support and protect staff and safeguard students.

1. Communication between staff and students can only be through: School emails, Class Dojo and Purple Mash software

2. When using live communication, you must never be one to: one with a student, groups only.

3. Video communication
- Must be one way only (i.e. Students can see you on a video call, but you cannot see them.)
- In any such communication, you need to be appropriately dressed
- The background needs to be appropriate (for example a bedroom would not be considered an appropriate venue)
- Using Class Dojo max 8-minute clips to support in teaching methods

4. Any safeguarding issue should be reported immediately to either the Headteacher or one of the school DSLs

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils, parents and staff at Sherrier. Teachers should be aware of this in setting expectations of pupils' work where they are at home. If you have any concerns about a student or their family in terms of their mental health or emotional well-being please report this matter to Pastoral Manager Karen Lill k.lill@sherrier.embracemat.org or SENDCO Nicky Ashby n.ashby@sherrier.embracemat.org Appropriate action can then be taken to ensure the well-being of the young person.

If you have any concerns about your own or other colleague's well-being please provide them with reassurance and support and contact a member of SLT straight away.

Peer on Peer Abuse

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in Part 5 of KCSIE and of those outlined within of the Child Protection Policy. The school will listen and work with the young person, parents/carers and any multi- agency partner required ensuring the safety and security of that young person.
Concerns and actions must be reported to
n.ashby@sherrier.embracemat.org
l.beckett@sherrier.embracemat.org
k.kirby@embracemat.org