



Minerva
Learning Trust



Child Protection and Safeguarding Policy 2020-2021

Date First Published	September 2020
Version	1
Last Approved	
Review	Annual

Contents

1.0 Changes to this Edition	3
2.0 Important Contacts	3
3.0 Aims	4
4.0 Legislation and Statutory Guidance	4
5.0. Definitions	5
6.0 Equality Statement	6
7.0 Roles and responsibilities	6
8.0 Confidentiality & information sharing	10
9.0 Recognising abuse and taking action	11
10.0 Notifying parents	17
11.0 Pupils with special educational needs and disabilities	18
12.0 Pupils with a social worker	18
13.0 Looked-after and previously looked-after children	18
14.0 Mobile phones and cameras	19
15.0 Safeguarding in the curriculum	19
16.0 Complaints and concerns about school safeguarding policies	20
17.0 Record-keeping	22
16.0 Training	22
17.0 Covid-19 Addendum	25
18.0. Monitoring arrangements	32
19.0 Links with other policies	32

1.0 Changes to this Edition

First edition.

2.0 Important Contacts

ROLE/ ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Dayle Coe	dcoe@chapeltownacademy.com 0114 2454803
Deputy DSL	Helen Deighton	hdeighton@chapeltownacademy.com 0114 2454803
Other contactable DSL(s) and/or deputy DSL(s):	N/A	
Designated member(s) of senior leadership team if DSL (and deputy) cannot be on site	Doug Neal Tim Montgomery	dneal@chapeltownacademy.com tmontgomery@chapeltownacademy.com
Headteacher	Dayle Coe	dcoe@chapeltownacademy.com 0114 2454803
Local Authority Designated officer (LADO)	Steven Hill	07814382424 Steven.hill@sheffield.gov.uk
Chair of Governors	Jo Nixson	jnixson@chapeltownacademy.com
Safeguarding Governor Link	Janet Kilburn	jkilburn@chapeltownacademy.com
Sheffield Safeguarding Hub		0114 2734855
Channel helpline (Prevent Strategy)		020 7340 7264

3.0 Aims

Minerva Learning Trust (MLT), all its employees and volunteers, are committed to promoting the welfare of all children and young people. This policy reflects its responsibilities in ensuring all members of the Trust create a safe environment within which children and young people can learn.

The school as part of MLT aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- Safeguarding measures are in place to promote students' safety, wellbeing and health by fostering an honest, open and caring climate in all areas of our organisation.

4.0 Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This safeguarding policy also reflects Sheffield's agreed multi agency procedures that have been put in place by the three safeguarding partners.

- Sheffield Children Safeguarding Partnership have developed a comprehensive set of policies, guidance and procedures that Ofsted have confirmed can be adopted by each education setting which together make a Safeguarding and Child Protection Policy.
- All MLT schools should use these documents to support Safeguarding and Child protection policies and procedures within their school.
- A full set of policies can be downloaded below by following the link and the relevant policies are linked under the appropriate section within this policy.

A summary of the recent changes can be found below:

- [Updates to Sheffield education settings policies and procedures, 20-21](#)

Each school setting within the Minerva Learning Trust should:

1. Download a full set of policies & procedures into a folder: (see link below)
 - [Downloadable policy set, A-O, Sept 20A](#)
 - [Downloadable policy set, P-Z, Sept 20A](#)
2. Complete [How our education setting safeguards students, Sept 20A](#)
3. Ensure all staff have accessed and understood these policies
4. Make this folder available to parents and carers
5. Include a link to the policies on your school website

5.0. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority (LA)
- A clinical commissioning group for an area within the LA
- The Chief Officer of Police for a Police area in the LA

6.0 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 11)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 13)

7.0 Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the MLT and each school within it and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

7.1 Minerva Learning Trust Board

- Appoint a Trust Board member as the Trust Safeguarding Link who will create effective links and lines of communication between Trust central staff, and Local Governing Body designated Safeguarding Governors
- Facilitate an annual external safeguarding audit of all school within the Trust to ensure compliance to Trust and statutory guidelines
- Ensure that the Trust has an appropriate Safeguarding and Child Protection Policy in place which provides overarching guidance upon which each school's Safeguarding Policy is written
- Ensure that each school within the Trust has an appropriate Safeguarding Policy in place which links to the Trust's and the relevant Local Authority Safeguarding Children Board's overarching safeguarding expectations
- Ensure that the Safeguarding and Child Protection policies of the Trust and each individual school are reviewed and published annually
- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure that all children and young people know there are adults in the school whom they can approach if they are worried or are in difficulty

- Include curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience
- Ensure every effort is made to create effective working relationship with parents, carers and other agencies
- Ensure that staff are aware of how and when to act on concerns and that they always work in a safe and appropriate manner
- Ensure staff are updated on Keeping Children Safe in Education guidance through delivery of annual safeguarding training for all staff and sign to say they have read Part 1 of the guidance
- Ensure each school has an identified and appropriately trained Designated Safeguarding Lead (DSL) in place and that the relevant training is up to date

Trust Board Safeguarding Lead:

- The MLT Lead Trustee will work with The Lead Local Governor in each school to ensure that
- safeguarding practices, policies and procedures are in place and that schools are fully compliant and
- meeting statutory requirements. Lead local governors are responsible for working with
- Headteachers to ensure that their school is fully compliant.
- The Lead Local Governor and Lead Trustee reporting schedule, The Governor Scheme of
- Delegation, Trust Governance handbook and Trust Governor Business planner state clearly the
- responsibility of the Lead Safeguarding Trustee within MLT.

7.2 All staff:

All staff will read and understand Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education.
- The early help process (Early Help Assessment (EHA) part 1, or for multiple needs Family Common Assessment (FCAF) or MyPlan or EHCP) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

(Section 17 and Appendix 4 of this policy outline in more detail how staff are supported to do this and includes the comprehensive list of Sheffield Authority policies & guidance).

7.3 The Designated Safeguarding Lead (DSL):

[Designated Safeguarding Lead & Deputy Role, Sept 20A](#)

- The DSL is a member of the senior leadership team. Our DSL is Dayle Coe, Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- Our DSL can also be contacted out of school hours if necessary via email: dcoe@chapeltonacademy.com
- When the DSL is absent, the deputy– Helen Deighton, Deputy Headteacher – will act as cover.
- If the DSL and deputy are not available, a member of the School Leadership Team will act as cover (for example, during out-of-hours/out-of-term activities or in exceptional circumstances during COVID-19).
- The DSL will undertake additional Prevent training and will disseminate this training to other members of schools staff regarding the protection of children from the risk of radicalisation

The DSL will be given the time, funding, training, resources and support to:

1. Provide advice and support to other staff on child welfare and child protection matters
2. Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
3. Provide information to the Trust, LGB and local authority safeguarding partners
4. Liaison with the Trust and the local authority on any deficiencies brought to the attention of the trust and how these should be rectified without delay
5. Contribute to the assessment of children
6. Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
7. The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
8. The full responsibilities of the DSL and deputy are set out in their job description.
9. Conducting new staff safeguarding inductions
10. Keeping detailed, accurate and secure written records of concerns or referrals
11. Obtaining access to resources and training for all staff and attending higher level refresher training every two years
12. Ensuring safeguarding and child protection information is passed on to the next educational institution at the point of transition
13. Maintaining and monitoring child protection records and acting upon concerns where necessary and appropriate.

14. Each school is expected to contribute towards inter-agency working with its Local Safeguarding Children Board. Working Together (2018) makes it clear that schools belonging to Multi-Academy Trusts should be fully engaged, involved and included in all local authority arrangements by building working relationships and maintaining routine contact rather than communication only in the event of a concern.

7.4 The Local Governing Body:

[Governing Body Role, Sept 20A](#)

- The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.
- An individual member of the Local Governing Body should be designated as the school's safeguarding Governor. The safeguarding Governor will champion issues to do with safeguarding and child protection within the school, liaise and meet with the DSL, conduct relevant school visits and provide relevant information and reports to the Local Governing Body at least twice per year.
- The governing board will appoint a Lead Governors to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- The chair of governors will act as the '**case manager**' if an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).
- All governors will read Keeping Children Safe in Education.

Section 17 of this policy has information on how governors are supported to fulfil their role.

7.5 The Headteacher:

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Ensuring suitable internet filtering is in place to restrict children's access to unsafe material
- Developing and implementing an Online Safety Policy and implementing the Trust's Acceptable User Policy
- A designated member of staff is in place for Children Looked After and those post CLA
- Acting as the '**case manager**' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- **Notifying the CEO, by telephone or email, within 24 hours of any of the following:**
 - Receipt of any safeguarding related complaint made to Ofsted or directly to the school

- Any serious safeguarding incidents that have been escalated to external authorities which may bring the School/Trust into the media spotlight
- Before taking the decision to permanently exclude a student
- Before reporting a safeguarding concern about a member of staff to the Local Authority Designated Officer
- Any incident for which the School's Critical Incident Plan may need to be implemented
- Ensuring all recruitment procedures comply with statutory requirements and that all necessary checks are completed prior to appointment
- Ensuring appropriate checks and safeguarding visits are in place for all students placed in alternative provision or for providers of unregulated activities, either on or beyond the school site.
- Ensuring curriculum activities and opportunities for safeguarding education of students through a comprehensive PSHE/SMSC curriculum

8.0 Confidentiality & information sharing

The links below detail the specific policy guidance around sharing information and confidentiality from Sheffield Children Safeguarding Partnership, additionally guidance on what and how to share information at key pupil transition points.

[Information Sharing, Sept 20A](#)

[Pupil Transitions, Sept 20A](#)

Process & Principles for sharing information:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

9.0 Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

9.1 If a child is suffering or likely to suffer harm, or in immediate danger

- Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**
- Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.
- Follow Sheffield procedure for [Referring your safeguarding concerns, Sept 20A](#)
- The following government link can also be used to find further information on how to report child abuse: <https://www.gov.uk/report-child-abuse-to-local-council>

9.2 If a child makes a disclosure to you

- If a child discloses a safeguarding issue to you, you should:
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 9.1), and tell the DSL as soon as possible that you have done so

9.3 If you discover that FGM has taken place or a pupil is at risk of FGM

- The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.
- Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 4.
- **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. **This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**

- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- **Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM must speak to the DSL and follow local safeguarding procedures (see link below):
[Abuse linked to faith & cultural practice, Sept 20A](#)

9.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

- Follow Sheffield procedure for [Referring your safeguarding concerns, Sept 20A](#)
- Where possible, speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.
- Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

- Follow Sheffield procedure for [Early Help, Sept 20A](#)
- If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

- Follow Sheffield Children Safeguarding Partnership procedures for referring safeguarding concerns: [Referring your safeguarding concerns, Sept 20A](#)
- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
- If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.
- The local authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person

who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

9.5 If you have concerns about extremism

- All education settings must try to prevent children and young people from being drawn into extremism and /or terrorism.
- Follow Sheffield procedures for [Preventing extremism & radicalisation, Sept 20A](#)
- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority Prevent team. Prevent single point of contact: Steve Hill, 01142734855.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
- Police Prevent Team can be contacted by anybody who has a concern on: 01142523217 (8-4pm) or 101 for out of hours. Email: Prevent@southyorkshire.pnn.police.uk
- In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
 1. Think someone is in immediate danger
 2. Think someone may be planning to travel to join an extremist group
 3. See or hear something that may be terrorist-related

9.6 If you have a mental health concern

- School will follow the guidance from Sheffield Children Safeguarding Partnership [Mental Ill-Health, Sept 20A](#) and the Department for Education guidance on [mental health and behaviour in schools](#) for more information.
- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

9.7 Concerns about a staff member, supply teacher or volunteer

- If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher.
- If the concerns/allegations are about the headteacher, speak to the chair of governors.
- The headteacher/chair of governors will then follow the procedures and process checklist set out in Sheffield Children Safeguarding Partnership [Allegations of Abuse against Staff & Volunteers in Education Settings, Sept 20A](#) if appropriate, see also further specific guidance in Appendix 3.
- Allegations should be responded to quickly, fairly and consistently, protecting the child or young person whilst supporting the person subject to the allegation.
- The LADO and case manager should systematically record the allegations detailing all decisions and actions.
- Procedures for dealing with allegations will be applied with common sense and judgement.

9.8 Allegations of abuse made against other pupils

- The following 5 Sheffield Children Safeguarding Partnership policies should be followed in conjunction with this section: [Peer abuse & assessment, Sept 20A](#), [Bullying, Sept 20A](#), [Online Safety, Sept 20A](#), [Sexualised behaviour, Sept 20A](#), [Child Criminal & Sexual Exploitation, Sept 20A](#)
- We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.
- Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. **This might include where the alleged behaviour:**
 1. Is serious, and potentially a criminal offence
 2. Could put pupils in the school at risk
 3. Is violent
 4. Involves pupils being forced to use drugs or alcohol
 5. Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact The Sheffield Safeguarding hub or the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- The DSL will refer to the appropriate Sheffield policy to work through the agreed processes and procedures.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by arranging a one-to-one session with them. All staff have access to CPOMS therefore concerns can be logged and actioned immediately.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

9.9 Sexting

This approach based on guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#) and the Sheffield Children Safeguarding Partnership [Online Safety, Sept 20A policy](#).

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately. You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

- You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

- If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.
- They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.
- If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

- The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

- If it is necessary to refer an incident to the police, this will be done through our local neighbourhood police officer or by contacting 101. In the case of an emergency, the school would contact 999.

Recording incidents

- All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

Curriculum coverage

- Pupils are taught about the issues surrounding sexting as part of our PF education programme
- Teaching covers the following in relation to sexting:
 - What it is
 - How it is most likely to be encountered
 - The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
 - Issues of legality
 - The risk of damage to people's feelings and reputation
 - Pupils also learn the strategies and skills needed to manage:
 - Specific requests or pressure to provide (or forward) such images
 - The receipt of such images
 - This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

10.0 Notifying parents

- Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.
- Other staff will only talk to parents about any such concerns following consultation with the DSL.
- If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

11.0 Pupils with special educational needs and disabilities

The links below details the specific policy guidance around SEND, First aid and medical conditions from Sheffield Children Safeguarding Partnership [Special Education Needs & Disability \(SEND\), Sept 20A](#), [First aid & medical conditions, Sept 20A](#)

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- Weekly meetings with the SENDCo for all EHCP students
- Tri-annual review meetings for SEN students with the SENDCo, involving parents and external agencies where necessary
- A SEND register is communicated with all staff. This is a live document and ensures that tutors are always up-to-date with students needs. Students of SEND also have Individual Action Plans that are planned, carried out and reviewed.
- Tutors carry out one-to-one regular meetings with students requiring additional pastoral support.

12.0 Pupils with a social worker

- Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect vulnerable children.
- Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:
 - Responding to unauthorised absence or missing education where there are known safeguarding risks
 - The provision of pastoral and/or academic support

13.0 Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:

- Appropriate staff have relevant information about children’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children’s social workers and relevant virtual school heads
- We have appointed a designated teacher, e.g. LAC Coordinator, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

See also guidance on LAC in the following document: [Special Education Needs & Disability \(SEND\), Sept 20A](#)

14.0 Mobile phones and cameras

- Staff can bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members’ personal phones will remain in their bags or cupboards during contact time with pupils.
- Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Students can bring their personal phones to school for their own use during non-contact time with staff. Students can utilise phones for educational purposes during lesson time, upon the direction of staff.
- We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.
- See also: [Photographs, video's & images, Sept 20A](#) for more detailed policy guidance.

15.0 Safeguarding in the curriculum

15.1 The Core Curriculum of each school should address the following through its PSHE/SMSC/wider curriculum offer:

- Bullying/Cyberbullying
- On-line safety
- Diversity issues – Forced marriage, Honour Based Violence, FGM
- Domestic violence, drug and alcohol abuse

- Extremism, radicalisation
- Sexual exploitation – grooming, sexting
- Promoting safe and respectful relationships
- Health education
- Child Criminal Exploitation and gang violence

15.2 Enrichment activities provided by each school should adhere to the following:

- Where the Trust or school provides services or activities under supervision or management of Trust/school staff then the Trust's and school's Safeguarding and Child protection policies apply.
- Where services or activities are provided by another body, the Trust will seek assurance in writing that the body concerned has appropriate policies in and checks in place to safeguard and protect children. It is the responsibility of the individual school to obtain this information.

15.3 Work Experience provides several benefits for children and young people.

- Each individual school should ensure that the appropriate risk assessments and health and safety checks are in place to ensure the student's safety and wellbeing.

16.0 Complaints and concerns about school safeguarding policies

16.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

16.2 Other complaints

Explain how your school handles safeguarding-related complaints of other types here – for example, those related to pupils or premises.

Safeguarding complaints regarding pupils will be dealt with by either the DHT(DDSL) or HT (DSL) in the first instance. All parties involved will be interviewed in a timely manner and the meeting and any outcomes recorded. Parents will be informed where this is deemed appropriate in relation to the nature of the complaint and the safeguarding of all parties involved. The involvement of the police or other external agencies will be done in accordance with Sheffield Safeguarding practice and protocol. All complaints and proposed decisions are reviewed by SLT as a whole before any action taken.

16.3 Whistleblowing

All settings need a clear whistleblowing policy that is known to all, includes how to escalate concerns & has a clear procedure for allegations against persons working with the setting. A copy of our policy can be found on the T Drive: T:\Academy Policies\Chapelton Academy 20-21

- Whistleblowing is when someone sincerely raises concerns either within the organisation they work for or externally. These concerns usually relate to misconduct or malpractice in the past or now or something they fear may happen in the future.
- The Public Interest Disclosure Act 1998 protects workers from any detriment from their employer (e.g. bullying or termination of contract) if they **disclose information that they reasonably believe is in the public interest and relates to:**
 - a criminal offence
 - the breach of a legal obligation
 - a miscarriage of justice
 - a danger to the health & safety of an individual
 - damage to the environment
 - information concerning the above that has been or is likely to be deliberately concealed
- **The organisational culture at your setting should:**
 - Encourage a safe environment that welcomes the raising of concerns about poor or unsafe practices, resolution of conflict & building trust
 - Understand the benefit of addressing issues
 - Support staff to reflect about their practice
 - Respond to concerns quickly, proportionately, fairly and without reprisal
 - Value regular staff learning and training
- **If you are concerned about any organisation's practice when safeguarding children or vulnerable adults:**
 - Raise your concern internally, e.g. with your senior leadership team
 - If you feel unable to do this (e.g. your concern relates to them), raise your concern with one of the specified people in your organisation's whistleblowing policy
 - If you have raised your concern but feel that the matter has not been dealt with appropriately, your whistleblowing policy should tell you how to escalate that concern If you are worried about how to raise a concern:
 - Seek independent advice e.g. through your trade union and/or professional body
 - Contact the NSPCC, Ofsted or Secretary of State for Education.

See also: [Whistleblowing, Sept 20A](#)

17.0 Record-keeping

The Sheffield Children Safeguarding Partnership policy [Safeguarding files & access requests, Sept 20A](#), contains detailed information on the safe storage of documents, sharing information, transferring files and dealing with SARs (Subject Access Requests) school has adopted this policy.

In addition, the following record keeping is part of the school policy

- We will hold records in line with our records retention schedule.
- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.
- Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- Safeguarding records relating to individual children will be retained for a reasonable period after they have left the school.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- Our school uses CPOMs (online safeguarding storage system) to keep all safeguarding files secure. Staff are given access rights in accordance with their position and level of safeguarding responsibility to ensure confidentiality.
- Records are shared with FE providers and other external agencies where this is deemed in the best interest of the pupil.
- Records are held for DOB plus 25 years
- In addition:
 - Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
 - Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

16.0 Training

[Training Pathway - Safeguarding in Education Settings, Sept 20A](#)

[Safer Recruitment, Sept 20A](#)

The above two policies contain specific detail regarding Safer recruitment and training at school.

16.1 All staff

- All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or

neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners. The School's Headteacher and the Trust's CEO is responsible for ensuring this training is undertaken by all staff

- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- New staff and volunteers who work with children and young people should receive mandatory safeguarding training as part of the Trust or school's routine induction process. The induction training should include the following elements:
 - The Trust and school safeguarding and child protection policies
 - The safeguarding procedures specific to each school
 - The identity and role of the DSL as well as the identity of the designated deputy safeguarding leads
 - Keeping Children Safe in Education; specifically, Part 1 of the guidance
 - Contextual information and response to disclosure or suspicion of; the different types of abuse, CSE, FGM, Prevent, Peer on Peer abuse, 'County Lines' criminal exploitation of children (all of which should be made explicit within the school level Safeguarding Policy)
 - The school's staff code of conduct; including whistleblowing, the acceptable use of ICT and online safety
 - The school's behaviour policy and the use of reasonable force within it
 - The safeguarding response to children who go missing in education

16.2 The DSL and deputy

- The DSL and deputy will undertake child protection and safeguarding training at least every 2 years.
- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- They will also undertake Prevent awareness training.

16.3 Governors

- All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- As the chair of governors may be required to act as the 'case manager' if an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

16.4 Safer Recruitment – interview panels & practices

- At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

- The Trust ensures that all measures are applied in relation to everyone who works in the Trust. Safer recruitment practice includes vetting applicants' suitability to work with children. Prior to appointment this includes:
 - Obtaining a separate barred list check if the applicant is to be involved in unregulated activity
 - Obtaining via the applicant an enhanced DBS certificate
 - Verifying identity and academic or vocational qualifications
 - Verifying the right to work in the UK
 - Obtaining at least two professional references, one of which must be the applicant's current or most recent, employer
 - Ensuring applicants for teaching posts are not subject to a prohibition order
 - Checking that a person taking up a management position is not subject to a 128 direction from the Secretary of State
 - Making further checks if the person has lived or worked outside of the UK
 - Ensuring that a candidate has the health and physical capacity for the job
 - Ensuring that at least one member of the interview panel has undertaken safer recruitment training either online or by attending other appropriate local or national training
 - Ensuring that all staff are expected to disclose any convictions, court orders and warnings that might affect their suitability to work with children. This applies during the time of recruitment but also throughout a person's employment within the Trust
 - Ensuring safer recruitment training of relevant staff is kept active and up to date
 - All recruitment within the Trust and the school is carried out in line with Safer Recruitment practices and the Trust's Recruitment and Selection Policy
 - Ensuring a Single Central Record (SCR) is held centrally by every school and has a nominated person in charge of it
- Ensuring the SCR kept up to date with details of staff who have undertaken Safer Recruitment Training

16.5 Staff who have contact with pupils and families

It is good practice for all schools to ensure appropriate supervision is available to staff who have contact with pupils and families although it is only a statutory duty for EYFS as set out in the EYFS statutory framework 2020 (including Corona Virus Updates).

- The Sheffield Children Safeguarding Partnership sets out a clear policy on staff safeguarding supervision. [Staff Safeguarding Supervision, Sept 20A](#). This details who should have access to supervision and how this could be done either individually or in groups as well as how to keep records and how often this should be.
- It is recommended that staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.
- Supervision is carried out across those members of staff with full access. This is done via Line Managers. All staff are encouraged to practice supervision.

17.0 Covid-19 Addendum

This guidance sets out additional information which must be applied by all schools within Minerva Learning Trust. It aims to keep all children, especially our most vulnerable, safe during the time of **full or partial school closures** because of the COVID-19 virus pandemic.

It sets out changes/ adaptations to be made to our normal child protection and safeguarding policy considering the previous Department for Education's guidance.

Unless covered here, our normal safeguarding policy continues to apply.

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education \(2020\)](#)

Although we may operate in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should always be available.
- It is essential that unsuitable people do not enter the school workforce or gain access to children
- Children should continue to be protected when they are online

17.1 Definitions

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health and care (EHC) plan

17.2 The reporting of concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

All staff:

- Must be informed of the procedures for raising immediate concerns with other agencies / Senior DSL's at the school should a concern arise about a child's risk of harm, through contact during closure.

- Must have remote access to report safeguarding concerns via CPOMS, in the normal way.
- Should contact the safeguarding team via the DSL's designated mobile number in the event of a more urgent concern. If a school does not use CPOMS then an alternative method of reporting must be put in place.
- Must be advised to remember that when reporting on CPOMS in their own home, that if the screen is visible in non-secure areas, for example, in the dining room, that there can be a data breach, if other members of your family can see it.

Safeguarding lead staff:

We aim to have a trained DSL or deputy DSL on site wherever possible.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for coordinating safeguarding. This will be Doug Neal and Tim Montgomery who are both Assistant Headteachers. You can contact them by:

dneal@chapeltownacademy.com

tmontgomery@chapeltownacademy.com

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

Details of all important contacts are listed in the 'Important Contacts' section in the Child Protection and Safeguarding policy.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

- A minimum of one safeguarding lead must be identified and must have a mobile phone.
- Must ensure that the contact name and email address of the designated safeguarding staff are published on the school website for advice during normal school hours and what would be the normal school day times and term periods (8:30-4:30pm).
- It may also be necessary for cover arrangements during holiday periods in the event the school is required to be open. This should be discussed with staff and arrangements agreed when demand is known.
- Must ensure they have remote access to CPOMS, where this is used, and SIMS for contact details of all students. DSL to have access to staff contact details in case the DSL needs to contact school staff for more detail on any reported safeguarding concerns.
- Are advised to be in mobile contact during school day (cover times to be agreed and communicated between safeguarding team)
- Must check CPOMS, or reported concerns through alternative methods, on a frequent basis for any new referrals (at least 3 times per school day)
- Must then follow up following normal safeguarding procedures as set out by the schools safeguarding Children's Board, the DFE or other government body.

17.3 Provision for vulnerable learners

Safeguarding and pastoral staff must compile a list of vulnerable and higher risk students/families which should be based upon the following factors:

- Financial situation
- Health conditions (compromised immunity or mobility)
- Child protection status
- Mental Health (student)
- Mental Health (parent/ carer/ sibling)

17.4 Conducting 'Safe and Well Checks'

Schools should compile a list of vulnerable students who require additional and regular monitoring during school closures and who require regular safe and well checks.

Safe and Well checks must be routinely undertaken, for all students that are **deemed higher risk** and are not in attendance at school during the partial closure period.

Routine Safe and Well checks should be done via telephone or email. Any identified concerns should be acted upon and recorded on CPOMS, or equivalent. Physical home visits should be undertaken if it is feared that the child is at immediate risk and significant harm.

School will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children and any other relevant agency during a full or partial school closure.

17.5. Conducting home visits

Physical home visits can be undertaken but only if the situation IS DEEMED URGENT and it is feared that a child is at risk of immediate and significant harm. Any home visit must be authorised by the Headteacher as Senior DSL of the school. Any home visits should be carried out in pairs wherever possible and must be carried out in line with Government contact restrictions, are voluntary by staff members and in agreement with families.

Staff conducting visits should:

- Make sure someone else knows the specific address they are going to, the time they intend to be there and always attend in pairs.
- Call ahead to ensure that the family is aware of their visit time and is going to be at home.
- Introduce themselves using their first and last name, and school.
- Ensure they wear their ID badge.
- If a family does not want contact then DO NOT PERSIST, log this on CPOMS, or equivalent, and contact the relevant outside agencies if concerns remain.
- Not enter the home but remain on the doorstep (2 metres away) and wear a mask if necessary.
- Politely request to see the children and speak with them.

- Not insist on seeing the child/children, so if they are not seen then report this on CPOMS, or equivalent. Any immediate concerns for the welfare and safety of children seen or not seen should be reported to social care.
- Make observations of the emotional and physical appearance of the child/ children and parents/carers.
- Contact the duty team straight away if there are any concerns about a child's immediate risk of harm.
- Ask whether the family needs any support that can be provided or signpost the family to.
- Arrange the next visit with the family before leaving
- Record all observations on CPOMS, or equivalent, as soon as it practically possible, but within 24 hours of the visit.
- Contact another member of staff when leaving so they have reported they are safe and well.

17.6 Conducting Student 'Keeping in Touch Calls'

A schedule should be created by each school to complete Keeping in Touch calls with priority students; especially for the most vulnerable students who are not in school during partial / full closure. The frequency of these should be determined by the DSL.

The DSL and pastoral teams should identify which children are the most vulnerable and highest risk and require contact during closure. A child who is not 'vulnerable' in term time, may become much more vulnerable if they are isolated at home for a prolonged period, this should be taken into consideration when identifying students for this support. Any identified students should be allocated amongst relevant safeguarding trained staff.

Staff should only use the parent/carer telephone numbers on SIMS or in CPOMs, or equivalent. Staff must not call students' own numbers. Staff should use the designated work mobile, or they must protect their own caller ID using 141 prior to making a call. Staff should log the call on CPOMs, or similar, along with any associated concerns and actions identified during the call.

Example Phone Script for calls with Parents/Carers or Child:

- Introduce yourself and your role in school.
- State the purpose of the call is a safety and wellbeing call.
- Ask how x is and whether the parent has any issues.
- Ask to speak to x and if yes, ask them if they have any issues.
- Ask about x and that they are completing schoolwork using the packs school provided.
- If issues are discussed, then offer advice and guidance where appropriate. If staff need to seek further advice, then explain to the parent you will seek advice and may call them back.
- Explain you will call again tomorrow.
- Politely thank parent/carer for their co-operation and close the conversation.
- Staff to log the call/issues and actions in CPOMs, or equivalent.

17.7 Safeguarding for children not attending school

Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They will not be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this would not be in the child's best interests); or
- They would usually attend but must self-isolate

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact

We have agreed these plans with children's social care where relevant and will review them bi-monthly

If we cannot make contact, we will contact social care in the first instance.

Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. Children are likely to be spending more time online.

17.8 Safeguarding guidance for delivery of remote learning & virtual lessons

Further advice can be found in: [Safeguarding and remote education](#)

The following guidance must be given to staff when delivering virtual lessons:

- No 1:1s can take place. Teaching must be in 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 where possible be against a neutral background.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by the school to communicate with students.
- Staff must not use personal devices for WhatsApp or Facebook Messenger or other similar apps/platforms etc. for video calling/conferencing. These would require sharing of personal mobile numbers or Facebook accounts with students which may lead to safeguarding concerns and are not secure from hacking from outside sources. Only secure portals such as Microsoft Teams should be used, or where school devices are used.
- When emailing students this must be done in a group and language should be kept professional.

- If a need to send an individual email to a student arises then staff should copy another member of staff (e.g. line manager, Subject Lead) into the emails.
- Staff should only use school-based accounts and apps to communicate with students. Under no circumstances should they use their personal accounts for this work.
- Any use of audio or video resources must be backed up somewhere so that if issues arose, the video could be reviewed. Language in videos and audio recordings must be appropriate and professional.

17.9 Online safety

In school

We will continue to have appropriate filtering and monitoring systems in place in school.

Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

17.10 Safeguarding guidance for delivery in another setting

In the instance that students are educated at another site that is not their normal school setting the following guidance must be followed.

In the instance that the normal school setting is closed, and students are being educated by school staff at another setting:

- Ensure a risk assessment of the new setting is completed before student attendance commences
- Ascertain whether first aid provision is available at the new setting. If no first aid provision is in place, then the school should ensure a trained first aider is provided
- Ensure students are supervised by appropriately trained teaching staff and that staffing meets the minimum contact ratios for supervision for the number of children attending (ensuring a minimum of one male and one female member of staff)

- Ensure staff members supervising the students have contact information for a member of the senior leadership team and the DSL/Deputy DSL
- Ensure the daily attendance register is completed.

In the instance that shared provision is in place with another setting (students are being educated on a carousel at their normal school setting **and** one or more other settings by staff from other schools/settings:

- The school must make sure the receiving school is provided with any relevant welfare and child protection information. This information must be shared before the child arrives as far as is possible, and otherwise as soon as possible afterwards.
- Wherever possible, the DSL (or deputy) and/or special educational needs coordinator (SENCO) must share, as applicable:
 - The reason(s) why the child is considered vulnerable and any arrangements in place to support them
 - The child's EHC plan, child in need plan, child protection plan or personal education plan
 - Details of the child's social worker
 - Details of the virtual school head
- Where the DSL, deputy or SENCO cannot share this information, the senior leader(s) identified will do this
- Ensure a daily attendance register is completed.

17.11 Staff recruitment, training and induction

Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers and do risk assessments to decide whether volunteers who are not in regulated activity should have an enhanced DBS check, in accordance with Keeping Children Safe in Education.

Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school and seek assurance from the 'loaning' school that staff have had the appropriate checks. The business support manager will ensure they hold an enhanced DBS and the DSL/Deputy will complete a safeguarding induction prior to them beginning work in our school.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our safeguarding and Child Protection policy
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our Safeguarding and child protection policy
- Confirmation of local processes
- Confirmation of DSL arrangements

Keeping records of who is on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

18.0. Monitoring arrangements

This policy will be reviewed **annually** by our DSL. At every review, it will be approved by the full governing board.

19.0 Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff handbook
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid

- Curriculum
- Children Looked After
- Privacy notices
- Whistleblowing