

Stoneferry Primary School

Child Protection & Safeguarding Policy

September 2020

Next Review: September 2021 (or earlier if required).

Updated: September 2020 – Covid-19 Annex added.

Child Protection & Safeguarding Policy

Child Protection & Safeguarding - Whole School Policy

Designated Safeguarding and Child Protection Lead: Jon Boyton
Deputy Safeguarding Leads: Jon Raw/ Kirsty Tock
Senior Leader with responsibility for Child Protection: Head of School (Jon Raw)
Child Protection Officer: Jon Boyton
Safeguarding Governor: To be appointed

Preface

"Processes and procedures are never ends in themselves, but should always be used as a means of bringing about better outcomes for children. No guidance can, or should attempt to offer a detailed prescription for working with each child and family. Work with children and families where there are concerns about a child's welfare is sensitive and difficult. Good practice calls for effective cooperation between different agencies and professionals: sensitive work with parents and carers in the best interests of the child; and the careful exercise of professional judgement and critical analysis of the available information". (*Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children - HM Government 1999*).

Statement of Intent

At Stoneferry Primary School we recognise that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children's social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children. All staff have a responsibility to protect and safeguard the welfare of children and young people they come into contact with (in line with the Keeping Children Safe in Education). The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

At Stoneferry we will aim to protect and safeguard children and young people by:

- Ensuring that all staff are kept up to date with all types of abuse and neglect (outlined in Part 1 of Keeping Children Safe in Education).
- Ensuring that all staff/volunteers are carefully selected, trained and supervised.
- Having a Child Protection & Safeguarding Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments.
- Ensuring that all staff and volunteers are familiar with the relevant Child Protection and safeguarding policies and procedures.
- Ensuring that key staff regularly attend appropriate Local Safeguarding Children Partnership (LSCP) Child Protection Training.
- Ensuring key staff complete online training via www.childprotectioncompany.com website
- Ensuring that the school has a designated Safeguarding and Child Protection Lead and that all staff and volunteers are aware of the named person.
- Ensuring all staff know how to report any child protection or safeguarding concern on the CPOM system.

- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about.

National and Local Guidance

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Partnership (LSCP) Guidelines and Procedures. In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming in to contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004).

The following national guidance should also be referred to:

- The Children Act (1989).
- The Children Act (2004).
- Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote The Welfare Of Children (HM Government 2018).
- Human Rights Act 1998.
- Criminal Justice & Court Services Act 2000.
- The Protection of Children Act 1999.
- The Sexual Offences Act 2003.
- Sexual Violence and Sexual Harassment between children in schools and colleges. (DfE: 2017)
- What To Do If You're Worried A Child Is Being Abused: Advice for practitioners (DfE: 2015)
- Information Sharing: Advice for practitioners (DfE: 2018).
- Keeping Children Safe in Education, September 2020
- Guidance for safer working practice for those working with children and young people in education settings, Addendum April 2020

The following school and Trust policies should also be read in conjunction with this policy:

- Health & Safety Policy.
- Safer Recruitment Policy.
- Complaints & Disciplinary Policy.
- Codes of Conduct.
- Diversity & Equality Policy.
- Staff Induction Guidelines.
- E-safety policy.
- Anti Bullying policy.
- Behaviour policy.
- Whistle policy.
- Physical Intervention policy
- Attendance policy
- SEND policy

Safeguarding & Promoting Welfare & Child Protection

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.

Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. Effective child protection is essential to safeguard and promote the welfare of children. However, all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced.

Early Help

It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Therefore, at Stoneferry Primary we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared and/or meetings are convened with other professionals to support effective early help assessments for the child and family.

Children in Need

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability.

Significant Harm

Some children are in need because they are suffering or likely to suffer significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Safe Practice

At Stoneferry Primary School we have adopted a whole school ethos whereby we are all fully committed to ensuring that our policies and procedures and safe working practice ensures our pupils are safe. As part of our whole school ethos staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incidents or decisions made.
- Apply the same professional standards regardless of gender or sexuality.

- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education'. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references and checking previous employment history. It also includes undertaking interviews and, where appropriate, undertaking Children's Barred List check and Disclosure and Barring Service checks.

Statutory changes, underpinned by regulations, are that:

- A Disclosure and Barring Service Enhanced Disclosure is obtained for **all** new paid appointments to the school's workforce.
- A Disclosure and Barring Service Disclosure is obtained for volunteers (including governors) working regularly in school.
- Any contracted staff are Disclosure and Barring Service checked where appropriate.
- A single central record detailing a range of checks carried out on all staff and volunteers will be kept.
- All new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- Supply staff will undergo the necessary checks.

The Headteacher (Mr Raw) and Miss Northen (Deputy Head) have undertaken the Safer Recruitment training. One of the above, or another named person from within the trust with safer recruitment training, will be involved in all staff appointments and volunteer arrangements.

A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Stoneferry Primary knowingly employs someone who is barred to work with those groups they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child, or would have been if they had not left, Stoneferry Primary will notify the Disclosure and Barring Service.

School Training and Staff Induction

The school's senior member of staff with overall responsibility for child protection is Jon Raw. The Designated Safeguarding Lead is Jon Boyton and he undertakes regular child protection training at 2 yearly intervals. The Head of School and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, this is refreshed every 3 years.

All staff (including temporary staff and students) are provided with the school's child protection policy and informed of the school's child protection arrangements on induction. This information is given via a staff handbook and the relevant sections of the Keeping Children Safe in Education document (Part 1)

Support, Advice and Guidance for Staff

Child protection and the safeguarding of pupils is the responsibility of everyone working in school. Staff will be supported and advised by the Designated Safeguarding Lead on child protection issues and procedures. The Designated Safeguarding Lead will be supported by the Headteacher and nominated governor. Advice and support is always available from the appropriate Children's Social Care team. The school recognises that it is essential to establish positive and effective working relationships with other agencies to promote a safe and supportive environment e.g. LA, Social Care, Police and Health. Any member of staff can make a referral to Social Services, but this would only be in extreme emergencies when the child protection lead was not available.

Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play).
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect, including FGM, child sex exploitation, radicalisation, Peer on peer abuse etc.
- Any significant changes in a child's presentation, behaviour, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

How to handle disclosures

Disclosures or information may be received from pupils, parents or other members of the public. We recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a record of the disclosure. Staff should log any disclosures on the electronic CPOMs system. Forms for staff who may not have log on details to CPOMs are able to make a written record of their concerns. These forms are available from Jon Boyton or from the staffroom. Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that she can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Clarify the information.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'.
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person.
- Reassure and support the person as far as possible.

- Explain that only those who 'need to know' will be told explain what will happen next and that the person will be involved as appropriate.

Action by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- Any urgent medical needs of the child making an enquiry to ensure that child is not on child protection database.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. child protection teams.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children's Social Care – EHaSH team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If it would be appropriate to undertake an assessment and/or make a referral for other services, eg the Police (FGM) or the Prevent Team.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

Seeking Consent for a Referral

Professionals should discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to Children's Social Care – EHaSH team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

So in general where concerns about a child relate to Section 17 children 'in need' (Children Act 1989) consent should be sought from the parents, carer or children where appropriate prior to a referral being made to Children's Social Care – EHaSH team (accesspodgc@hullcc.gcsx.gov.uk) using a password protected email

It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff/volunteer at risk, consent does not have to be sought prior to the referral being made.

If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the relevant Locality Team.

Making a Referral

Referrals of all children in need, including those where there are child protection concerns will be made to:

Hull – To Children's Social Care – Children's Social Care – EHaSH team or Police Public Protecting Vulnerable People Unit. Contact number: 448879.

East Riding – By telephoning the Call Centre/Children's Social Care or Police Family Protection Team

Out of Hours – To the relevant Emergency Duty Team

All referrals made by telephone need to be followed up in writing within 48 hours.

The Child Protection Lead/Head of School should make the referral as appropriate.

Record Keeping and Monitoring

The school's main system for recording child protection or safeguarding concerns is CPOMS. All staff have a secure log on for this system. Key staff hold a merilock/soft key which enables them to access all records.

School will record:

- Information about the child: name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a Child Protection Plan.
- Key contacts in other agencies including GP details.
- Any disclosures/accounts on cause for concern forms (green) with Jon Boyton in the staffroom for members of school staff who have not been allocated a CPOMS log in.
- All concerns, discussions, decisions, actions taken to recorded on CPOMS.

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard).
- Diagram indicating position, size and colour of any injuries (not photograph).
- Words child uses, (not translated into 'proper' words).
- Non-verbal behaviours.

All C.P. documents will be retained in relevant files in the headteacher's office or on the school's electronic record keeping system, CPOMS. Documents are kept secure at all times and are only accessible by key members of staff. Records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person Child Protection'.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Roles and Responsibilities

Governing Body should ensure that:

- They are fully aware of the Keeping Children Safe in Education document (2020).
- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.

- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority.
- A senior member of the school's leadership team is designated to take lead responsibility for child protection – Headteacher
- Staff undertake appropriate child protection training.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- The Governor with responsibility for Child Protection is Mrs Gadd. The designated Governor meets with the schools DSL at regular intervals throughout the year

Headteacher should ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities.
- 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 in accordance with agreed whistle blowing policies.

Designated Safeguarding Lead should ensure that:

- All staff have access to and understand the school's child protection policy.
- All staff have refresher training annually.
- The child protection policy is updated and reviewed every two years and work with the governing body regarding this.
- Parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- Cases of suspected abuse or allegations are referred to the relevant investigating agencies.
- They act as a source of support, advice and expertise within the educational establishment.
- They liaise with the Head of School to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- They maintains up to date knowledge around early help and other intervention services.

Allegations against Staff Members / Volunteers

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working with in the group or organisation will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further. The Headteacher will report the matter to the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher, the Designated Safeguarding Lead or a member of the school leadership team the Chair of Governors should be contacted. The Chair of Governors will report the matter to the LADO.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority EHASH/Children's Social Care or the Police, as soon as possible.

An allegation is defined as where:

It is alleged that a person who works 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 s/he is unsuitable to work with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Responding to a complaint or an allegation

The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:

- Treat the matter seriously
- Avoid asking leading questions and keep an open mind.
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style.
- Make a written record of the information (where possible in the words a child used), including:
 - When the alleged incident took place (time and date).
 - Who was present (witnesses).
 - What was said to have happened.
- Sign and date the written record.
- Report the matter immediately to the Local Authority Designated Officer.

N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.

Stoneferry Primary adheres to the Department for Education, Keeping Children Safe in Education, 2020.

N.B. It is a criminal offence under the Education Act 2011 to name a teacher who has had an allegation made against them before they are charged by the Police. This includes all stakeholders and parents, and any form of disclosure, i.e. social networking sites, speaking with the press, playground or staffroom 'gossip', etc.

Responding to a complaint or an allegation against supply teachers

Where an allegation is made against a supply teacher, the Headteacher or DSL will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required.

Staff & Volunteer Self Protection

Adherence to guidelines on self protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made. We aim to:

- to avoid situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child, accidental or not, ensure that it is recorded in line with school policy.
- Keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection & Safeguarding Policy.

- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the child protection Lead.
- Adhere to the Stoneferry Primary School and Trust related policies

Code of Practice

All staff/volunteers and where applicable children – adhere to these guidelines:

Stoneferry Primary School codes of practice include the following:

Staff/Volunteers/children should always:

- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures.
- Provide an opportunity and environment for children to talk to others about concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.
- Risk assess situations and activities to ensure all potential dangers have been identified.
- Treat everyone with dignity and respect.
- Staff/volunteers/children should not:
 - Permit or accept abusive or discriminatory behaviour.
 - Engage in inappropriate behaviour or contact in or outside of school.
 - Use inappropriate or insulting language.
 - Show favouritism to anyone.
 - Undermine or criticise others.
 - Give personal money.

Mobile phones and cameras

All staff and volunteers must switch off mobile phones or turn them onto silent when in school. Phones are only to be used in permitted in designated “safe zones”
Staff must not use mobile phones in rooms where children are present, including those where children are cared for. It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

Safeguarding Information for pupils

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. P.S.H.E. lessons are used to discuss ways of keeping safe and strategies for dealing with issues. Pupils throughout the school participate in activities during the annual 'Anti-bullying' and internet safety weeks.

Our pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of a broad and balanced curriculum. We use different aspects of the curriculum, such as PSHE, ICT, SMSC, and with effect from September 2020, Relationships and Health Education to educate pupils on how to

keep themselves safe, build their resilience, plus manage risk. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Who Abuses Children?

Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Categories of Abuse

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

In addition to the above, safeguarding should also include children's experiences of significant harm beyond their families. This is inclusive of different relationships that young people form in their neighbourhoods, schools and/or online, which can feature all forms of abuse and/or violence. Often parents and carers have little influence over these contexts, and young peoples' experiences of extra-familial abuse can undermine the parent-child relationship. Therefore, all staff, but especially the designated safeguarding lead (or deputy) should always consider, as part of their standard safeguarding practice, any wider environmental factors, which could be a threat to a child's safety and/or welfare such as sexual exploitation, criminal exploitation, and serious youth violence.

Recognition of harm

The harm or possible harm of a child may come to your attention in a number of possible ways:

1. Information given by the child, his/ her friends, a family member or close associate.
2. The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
3. An injury which arouses suspicion because:
 - It does not make sense when compared with the explanation given.
 - The explanations differ depending on who is giving them (e.g. differing explanations from the parent/carer and child).
 - The child appears anxious and evasive when asked about the injury.

4. Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
5. Contact with individuals who pose a 'risk to children.' This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.

Neglect

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical Abuse

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.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Peer on peer abuse – Allegations against other pupils which are safeguarding issues

Stoneferry Primary School believes that abuse is abuse and it will never be tolerated, dismissed or minimised.

Occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of

peer on peer abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our school.

Peer on peers abuse usually manifests as one, or a combination of the following:

- **Bullying**
If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural and homophobic bullying.
- **Domestic Abuse**
Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.
- **Child Sexual Exploitation (CSE)**
Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity.
- **Harmful sexual behaviour**
Involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. In addition, it also includes 'sexting', plus 'up-skirting', which became a criminal offence following changes to the Voyeurism Act 2019. Please note that this offence does not solely relate to females, as males can also be victims of this form of harmful behaviour.
- **Sexual Harassment**
This is unwanted conduct of a sexual nature, which can include sexual comments, sexual "jokes" or taunting, physical behaviour or online sexual harassment.
- **Sexual Violence**
This includes rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003.

Reports of peer on peer abuse are likely to be complex and require difficult professional judgements to be made. However, if a pupil has been harmed, is in immediate danger, or is at risk of significant harm, basic safeguarding principle, as outlined in this policy, should be applied.

Procedures for managing allegations of sexual harassment or sexual violence

Sexual harassment

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour and provide an environment that may lead to sexual violence. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

- When a report of sexual harassment is made, a factual record should be made. It is important to take into account the wishes and feeling of the alleged victim.
- The Designated Safeguarding Lead should be made aware, and along with Senior Leaders, a decision made on most appropriate course of action, as per the academy's Anti-Bullying or Behaviour policy.
- Parents of all the children concerned will be contacted and informed of the nature of the incident.
- Pastoral support will be offered to all affected parties.
- Where cases are proven, appropriate sanctions, as outlined in the behaviour policy, will be applied.

- Decisions, reasons for decision, actions and outcomes should be accurately recorded and retained on CPOMS

Allegations of sexual violence

- When an allegation is made, the Designated Safeguarding Lead should be informed immediately.
- A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.
- If required, the Designated Safeguarding Lead will contact EHaSH, or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and academy will follow the recommended actions. Advice should also be taken on notifying the alleged perpetrator and parents of both parties.
- The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained on CPOMS
- Pastoral support will be offered to all affected parties.
- It may be appropriate to exclude the pupil being complained about for a period of time, according to our behaviour policy.
- Where EHaSH nor the police accept the complaint, a thorough internal investigation should take place into the matter.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan should be monitored and a date set for a follow-up evaluation.

Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships.

Further DfE guidance on managing Sexual violence and sexual harassment between children in schools and college can be found at:

[Sexual violence and sexual harassment between children in schools and colleges- Gov.uk](https://www.gov.uk/guidance/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

Honour Based Abuse – Honour based violence is the term used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

A child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member

For a child to report to any agency that they have fears of honour based violence in respect of themselves or a family member requires a lot of courage, and trust that the member of staff they disclose to will respond appropriately. Specifically, under no circumstances should the school allow the child's family or social network to find out about the disclosure, so as not to put the child at further risk of harm.

All reported cases must be immediately reported to the Safeguarding Lead or Head teacher. Further action from the Safeguarding Lead should be in a similar way to cases of honour violence as with domestic violence and forced marriage (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc).

Where a child discloses fear of honour based violence, the schools response should include

- Seeing the child immediately in a secure and private place;
- Seeing the child on their own;
- Explaining to the child the limits of confidentiality;
- Asking direct questions to gather enough information to make a referral to LA children's social care and the police, including recording the child's wishes;
- Working with the appropriate agencies, develop an emergency safety plan
- Record all discussions and decisions (including rationale if no decision is made to refer to LA children's social care).

Domestic Abuse – Children and young people can suffer directly and indirectly if they live in a household where there is domestic abuse. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home. Domestic abuse has an impact in a number of ways:

- It can pose a threat to the physical well being of an unborn child, if a mother is kicked or punched.
- Children may suffer injuries as a result of being caught up in violent episodes.
- Children become distressed by witnessing the physical and emotional suffering of a parent.
- The physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children.
- The impact of domestic violence is exacerbated when the violence is combined with problematic alcohol or drug use.
- People working with children should also be alert to the frequent inter-relationship between domestic violence and the abuse and neglect of children.

Operation Encompass - Operation Encompass is a Police and Education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. Working together to safeguard children, the Police will inform the academy's 'Key Adults' about any domestic abuse incident, where the child or young person has been present or exposed to domestic abuse. Information shared enables the academy to provide appropriate support through overt or silent intervention, dependent upon the needs and wishes of the child.

Bullying – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying can be underestimated. It can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. There is also Cyberbullying which is bullying through information and communication technologies, mediums such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging – and the latest trend – social networking websites such as Facebook, Twitter, Instagram. Cyberbullying is where

technology is used to harass, threaten, embarrass, or target another person. (Refer to the school's E-Safety policy)

Radicalisation and Extremist behaviour - At Stoneferry Primary School we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths in cultures.

Child Sexual Exploitation - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care EHaSH.

Significant indicators:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving a vehicle driven by an unknown adult
- Possessing unexplained amounts of money, expensive clothes, or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the internet and mobile technology and,
- Having unexplained contact with hotels, taxi companies, and fast food outlets

Female Genital Mutilation - This is against the law yet for some communities it is considered a religious act and cultural requirement. Therefore, if it is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of having this procedure, the school have a duty to inform either the police or Children's Social Care. Similarly if staff become aware that this procedure has been carried out, following a direct disclosure for a young person, then there is a legal duty to inform the police, as soon as possible under the Serious Crime Act 2015. Staff at Stoneferry have received training in FGM.

Refer to HSCB guidance for practitioners

County Lines - The term County Lines describes gangs and organised criminal networks involved in exporting illegal drugs into other areas of the country, often small towns, using dedicated mobile phone lines or another form of 'deal line' which can be a person. They are likely to exploit children to move and store the drugs and money and will often use coercion, intimidation, violence (including sexual violence) and weapons.

At Stoneferry Primary we will treat any child who is criminally exploited as a victim first and refer to Children's Social Care immediately.

SEND - We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children. We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in

communicating what is happening to them. Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern. We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

Children Missing from Education (CME)

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Stoneferry Primary we will encourage the full attendance of all our pupils. Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to identify the child's whereabouts.

The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

(Ref: Attendance policy and Local Authority CME protocols)

Mental Health & Wellbeing

Our school plays a key role in helping all pupils build resilience and develop good mental health and wellbeing. We understand that children and young people go through ups and downs during life, but with the right support, nurture and education these difficulties can be overcome. It is acknowledged, that there are occasions when some pupils may face significant life challenges or events, which could have a profound impact on their emotional wellbeing and cause mental ill health. In addition, we are aware that mental health problems can sometimes be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We fully understand that only medical professionals can make a formal diagnosis of a mental health condition, but staff must still remain vigilant to any warning signs, which indicates a pupil is experiencing mental health, or emotional wellbeing issues. Any signs should always be taken seriously, and concerns reported via CPOMS to either the SENCo or Designated Safeguarding Lead in a swift and timely manner, in order to determine the necessary course of supportive action, which may include referrals to specialist services.

If staff fear that the pupil is in danger of immediate harm, the normal child protection procedures should be followed, and the Designated Safeguarding Lead informed immediately.

Possible warning signs include:

- Becoming socially withdrawn
- Changes in mood, behaviour or activity
- Physical signs of harm that are repeated or appear non-accidental
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or sickness with no evidence
- Changes in eating or sleeping habits
- An increase in lateness or absenteeism

Signs and Symptoms

1. Signs of Neglect

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or non-attendance at school
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour
- no social relationships
- running away
- compulsive stealing or scavenging
- developmental delays – poor progress in attainment
- poor growth, weight loss or indifferent gain
- poor general health
- skin lesions with infected areas

2. Signs of Physical Abuse

- unexplained injuries or burns, particularly if they are recurrent, bruises to the neck may indicate attempted strangulation
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appears excessive
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot water
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away

3. Signs of Sexual Abuse

- sudden changes in behaviour or school performance
- displays of affection in a sexual way inappropriate to age
- inappropriate sexual knowledge, sexual drawing, discussion and re-enactment with doll and friends
- tendency to cling or need re-assurance
- tendency to cry easily
- regression to younger behaviour, such as thumb-sucking, playing with discarded toys, acting like a baby
- complaints of genital itching or pain, presence of oral, anal or vaginal venereal disease
- distrust of a familiar adult, or anxiety about being left with a relative, a babysitter or lodger
- unexplained gifts of money
- depression and withdrawal
- apparent secrecy
- wetting, day or night
- sleep disturbances or nightmares

- embarrassment at school, e.g. reluctance to undress for showers or games

4. Signs of Emotional Abuse

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over-reaction to mistakes
- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (for example rocking, hair-twisting, thumb sucking)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- behaviour disorders
- poor self-image, lack of confidence, insecurity
- lethargy and depressions – tiredness, loss of vitality
- absenteeism or repeated lateness for school
- running away from home
- wetting and soiling
- compulsive stealing, scavenging

All staff have a Level 1 Safeguarding certificate.

Review

This policy has been written in line with guidance from the Hull Safeguarding Children Partnership and 'Keeping Children Safe in Education'.

This policy was reviewed by the Head of School, and the Child Protection and Safeguarding Lead.

Next review date September 2020 or sooner (if required).

Non-accidental injuries

Bruises likely to be:

Frequent
Patterned e.g. finger and thumb marks
Old and new in same place (note colour)
In unusual position (see chart)

Consider:

Developmental level of the child and their activities

May be more difficult to see on darker skins

Burns and scalds likely to have:

Clear outline
Splash marks around burn area
Unusual position e.g. back of hand Indicative shapes e.g. cigarette burns, bar of electric fire

Injuries suspicious if:

Bite marks
Fingernail marks
Large and deep scratches
Incisions e.g. from razor blades

Fractures likely to be:

Numerous – healed at different times

Consider:

Age of child, always suspicious in babies under two years old

Delay in seeking treatment

Sexual abuse may result in:

Unexplained soreness, bleeding or injury in genital or anal area
Sexually transmitted disease e.g. warts, gonorrhoea

Accidental injuries

Bruises likely to be:

Few but scattered
No pattern
Same colour and age

Consider:

Age and activity of child e.g. learning to walk
May be confused with birthmarks or other skin conditions

Burns and scalds likely to be:

Treated
Easily explained
May be confused with other conditions e.g. impetigo, nappy rash

Injuries likely to be:

Minor and superficial
Treated
Easily explained

Fractures likely to be:

Of arms and legs
Seldom on ribs except for road traffic accidents

Rare in very young children

May rarely be due to "brittle bone syndrome"

Genital area:

Injury may be accidental (seek expert opinion)
Soreness may be nappy rash or irritation e.g. from bubble bath

COVID-19 annex to the Child Protection Policy at Stoneferry Primary School

1st April 2020

Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the Designated Safeguarding Lead in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies.

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Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

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

From 9th September 2020 Stoneferry Primary School will be open to all children. Children will become part of 'Class Bubbles'.

This addendum of the Stoneferry Primary School Child Protection & Safeguarding policy contains details of our individual safeguarding arrangements in the following areas:

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Jon Boyton	07800 535365	jboyton@stoneferry.hull.sch.uk
Headteacher/ Deputy Designated Safeguarding Lead	Jon Raw	07946421344	jraw@stoneferry.hull.sch.uk
EWO/ Deputy Designated Safeguarding Lead	Kirsty Tock	07515905790	ktock@stoneferry.hull.sch.uk
Deputy Headteacher	Lucy Northen	07720378645	lnorthen@stoneferry.hull.sch.uk
EYFS Leader	Gaby Stephenson	07713027891	gstephenson@stoneferry.hull.sch.uk
Trust Safeguarding Manager	Andy Dulson	07969270987	ADulson@theconstellationtrust.org.uk
Vice-Chair of Governors	Marcus Pearson	07833492137	marcuspearson@marcuspearson.karoo.co.uk
Key Family Support / Early Help contact	Contact Social Worker (East 4) – Kerrie Wilson	01482 615096 07592590846	Kerrie.Wilson@hullcc.gov.uk
	EHASH	01482 448879	EHASH@hullcc.gov.uk

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

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

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

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

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

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

Stoneferry Primary School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

From 9th September 2020, staff will receive training and take responsibility for identifying, reporting and supporting children who have had mental, emotional and social difficulties created by COVID 19 and the partial school closure in March 2020.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. From Monday 23rd March 2020 educational settings were required to temporarily change their attendance recording practices and inform the DfE and Local Authority using an online recording form.

Educational settings that remain open are required to submit the online form every day by 12.00.

The person in charge (Jon Raw or Lucy Northern) register the children daily and record children present on the DfE/ LA Authority online record form (as above). The parents of child who are expected to attend are contacted. If no contact is made with the parents of the most vulnerable children, a home visit is made.

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

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

From 9th September 2020 all children are expected to attend Stoneferry Primary school in line with the Constellation Trust's Attendance Policy and DfE guidance. Clear procedures are in place for children who need to self-isolate and parents/ carers will be informed.

First Aid

During the unprecedented circumstances, the school use their best endeavours and ensure that a Paediatric First Aid (PFA) trained member of staff on-site. If this is not possible, we can reassure that a First Aid trained member of staff will always be on duty when the school is open. First Aid trained members of staff will deal with injuries and record as stated in the Stoneferry Primary School First Aid Policy.

Designated Safeguarding Lead

Stoneferry Primary School has a Designated Safeguarding Lead (DSL) and a two Deputy DSLs.

The Designated Safeguarding Lead is: Jon Boyton

The Deputy Designated Safeguarding Leads are: Jon Raw (Headteacher) and Kirsty Tock (EWO)

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

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

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

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

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and Deputy Safeguarding Leads. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay. Concerns around the Headteacher should be directed to the Vice - Chair of Governors: Marcus Pearson

Safeguarding Training and induction

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

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

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

Where new staff are recruited, or new volunteers enter Stoneferry Primary School, they will continue to be provided with a safeguarding induction.

From September 2020 all existing school staff will have had updated training and read Part 1 of Keeping Children Safe in Education (2020).

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

as long as the current employer confirms in writing that:-

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

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

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

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Stoneferry Primary School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Stoneferry Primary School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Stoneferry Primary School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 158 of KCSIE.

Stoneferry Primary School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

From 1st September 2020 Stoneferry Primary School will obtain written notification from any agency, or thirdparty organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS

certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform (Paragraph 174)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Stoneferry Primary School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

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

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Stoneferry Primary School e-Safety Policy.

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

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms deemed safe and secure by the school /

MAT

- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

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

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

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Stoneferry Primary School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

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

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

Stoneferry Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Supporting children in school

Stoneferry Primary School is committed to ensuring the safety and wellbeing of all its students.

Stoneferry Primary School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Stoneferry Primary School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

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

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

Peer on Peer Abuse

Stoneferry Primary School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they 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 to ensure the safety and security of that young person.

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