



Whinney Banks Primary School

Child Protection Policy

Purpose and Aims

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Whinney Banks Primary School fully recognises its responsibilities for Child Protection. Good child protection work requires inter-agency and multi-disciplinary practice and co-operation. The child's welfare is of paramount consideration. Every child has the absolute right to a childhood free from neglect and from physical, emotional and sexual abuse. Parents have a right to be informed and children are best kept safe when parents and school work together.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children. See also 'Recruitment & Selection Policy Statement'
- Equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused
- Establishing a safe environment in which children can learn and develop.

We have a commitment to developing productive, supportive relationships with parents. Parents attention is drawn to information about child protection in the school prospectus and the policy is available on the school website.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that they can approach adults in the school if they are worried.
- Include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse. This is in line with guidance in the Whinney Banks Primary Bullying Policy.

This Child Protection Policy takes account of OFSTED requirements and follows guidance and procedures issued by the Local Safeguarding Children Board. These procedures enable all the agencies to share the common aim of protecting children, promoting their welfare and working in partnership with parents.

- Ensure that we have a designated teacher for child protection who has received appropriate training and support for this role.
- Ensure that we have a nominated governor responsible for child protection.
- Ensure that every member of staff, volunteer and governor knows the name of the designated teacher responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including supplying information for case conferences.
- Keeping written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Follow agreed procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through;

- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.

Statutory framework

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

The Children Act 1989

The Children and Families Act 2014

Education Act (2002), section 175 & 2011

South Tees Local Safeguarding Children Board Child Protection Procedures

DfES guidance Safeguarding Children and Safer Recruitment in Education (2011)

HM Government 'Working Together to Safeguard Children' (2015)

HM Government 'Keeping Children Safe in Education' (2018) requires all schools to follow the procedures for protecting children from abuse which are established by the South Tees Local Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

- DfES guidance Safeguarding Children and Safer Recruitment in Education (2006) places the following responsibilities on all schools:-
 - Schools should be aware of and follow the procedures established by the South Tees Local Safeguarding Children Board
 - Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
 - Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
 - A Designated Senior Person should have responsibility for co-coordinating action within the school and liaising with other agencies
 - Staff with designated responsibility for Child Protection should receive appropriate training

DfES guidance Safeguarding Children and Safer Recruitment in Education states that "All parents need to understand that schools and FE colleges have a duty to safeguard and promote the welfare of children who are their pupils or students, that this responsibility necessitates a child protection policy and procedures, and that a school or FE college may need to share information and work in partnership with other agencies when there are concerns about a child's welfare."

The Role of the Governors

The Governing Body are accountable for ensuring that the school has a child protection policy and procedures in place and for monitoring the school's compliance with them. In addition they should:

- ensure that the child protection policy is available to anyone working in school,
- nominate a designated governor for child protection
- ensure procedures are in place for dealing with child protection disclosures, concerns and subsequent actions
- ensure procedures are in place for dealing with allegations of abuse by staff.
- nominate a member of the governing body (usually the chair) to be responsible for liaising with the LEA and/or outside agencies, in the event of allegation of abuse being made against the Head Teacher
- review the policy and its procedures on a regular cycle

There is a section in every Head Teacher's report to governors keeping governors up to date with child protection procedures including a report from the Designated person.

The nominated governor(s) for child protection meets with the Head Teacher once a term to discuss issues, check the single central record etc.

The Designated Senior Person

The Designated Senior Person for Child Protection in this school is: **Sandy Thorpe**

It is the role of the Designated Senior Person for Child Protection to:-

- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff are aware of the South Tees Local Safeguarding Children Board Safeguarding Children Procedures covering Middlesbrough and Redcar & Cleveland, Policy and procedures are available to new and visiting staff as is information which is provided in our booklet 'General information for new and visiting staff'.
- Ensure that appropriate training and support is provided to all staff
Organising child protection induction, and update training every 3 years for all school staff
- Ensure that the Head Teacher is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns (e.g. refer to Children, Schools and Families)
- Liaise with CSF social care teams over suspected cases of child abuse
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly Confidential'

- Ensure that the school is represented at child protection conferences or, failing that, that a report is submitted to the conference from the school.
- Ensure that the school effectively monitors children about whom there are concerns
- Provide guidance to parents, children and staff about obtaining suitable support

A Deputy DSP should be appointed to act in the absence/unavailability of the DSP.

The Deputy Designated Senior Person for Child Protection in this school is:
Victoria Wales.

School Procedures

Protocols for parents and visitors are available in school. Use of mobile devices and cameras by children and adults in school, as well as visitors, is strictly monitored.
Online safety is a priority with all children and embedded in the curriculum.

We ensure that we have a nominated governor responsible for child protection.

If any member of staff is concerned about a child he or she must inform the Designated Senior Person.

The member of staff must record information regarding the concerns on CPOMS as soon as possible. The recording must be a clear, precise, factual account of the observations/concerns.

The Designated Senior Person will decide whether the concerns should be referred to Children, Schools and Families. If it is decided to make a referral to Children Schools and Families this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm. Following this, details of how the concern was followed up and resolved, a note of any action taken, decisions reached, and the outcome must be recorded on CPOMS.

Particular attention will be paid to the attendance, progress and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept.

We will ensure that any pupil currently with a child protection plan who is absent without explanation for two days is referred without delay to their key worker's Social Care Team. On the first day of absence for such children, we will call parents in an attempt to establish the reasons for the absence.

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

When to be concerned

All staff and volunteers should be concerned about a child if he or she:

Has any injury which is not typical of the bumps and scrapes normally associated with accidental injury.

Regularly has unexplained injuries. This could include those suspected to be caused by self-harm.

Frequently has injuries (even when apparently reasonable explanations are given).

Gives confused or conflicting explanations about how injuries were sustained.

Exhibits significant changes in behaviour, performance or attitude.

There are concerns around a child's eating habits which may lead to / be linked to an eating disorder.

Indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age/stage of development.

Discloses an experience in which he or she may have been significantly harmed.

Prevention of Extremism and Radicalisation

Prevention of extremism and radicalisation is a safeguarding and child protection issue. We have due regard to the need to prevent people from being drawn into terrorism and adhere to the Prevent Duty 2015 in line with the Counter-Terrorism and Security Act 2015.

Any other cause to believe that a child may be suffering harm.

Staff may have concerns about a child without direct allegations or evidence of abuse. In such cases these concerns should be discussed with the Designated Person for Child Protection who will assist you in recording your concerns and make decisions about subsequent action.

This record will be kept for reference of future use.

The Designated Person should ensure any records are held under secure conditions and separated from pupils' educational records. This documentation will be confidential on a need to know basis.

Such material is exempt material under DfES Circular 10/95 – Protecting Children from Abuse: The Role of the Education Service.

Dealing with A Disclosure

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children Schools and Families
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Senior Person without delay

Support

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools. This is in line with the Whinney Banks Primary Confidentiality Policy

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children Schools and Families and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Record Keeping

When a child has made a disclosure, the member of staff/volunteer should:

Make brief notes as soon as possible after the conversation and record using CPOMS.

Not destroy the original notes in case they are needed by a court - This is an important document and could be required if the case leads to further action or legal procedures.

Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child

The use of a 'body map' to indicate the position of any bruising or other injury is no longer considered good practice and will not be used.

Record statements and observations rather than interpretations or assumptions.

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

Any actions taken/referrals made should be recorded on CPOMS.

Referrals

Alleged Or Suspected Abuse/Neglect: -

- Any member of staff who is concerned that a child may be suffering from abuse and/or neglect must inform the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead immediately. They will advise the member of staff of further information required prior to referral, if necessary, to the Social Services Department.
- In the absence of the Designated Person or Child Protection Mentor a senior member of staff should be informed, who will alert the Social Services Department if required.
- A written log of concerns or incidents with the date will be needed for current/future reference.

Concern But No Allegation Or Suspected Abuse: -

Concerns should be discussed with the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead who will assess possible forms of action. This may necessitate

- Formal/informal liaison with other agencies
- Making a CAF (Common Assessment Framework) Referral
- Making a referral to the Social Services Department on behalf of the child who may require help or support other than protection from harm
- Contacting the child's parents
- Noting and recording the concerns for future reference

School will provide as much information as possible as part of the referral process to help social care assessments consider context outside of the home and enable a contextual approach to harm.

Partnership with Parents

The school has a shared responsibility with parents/carers to keep children safe from harm and to have their welfare promoted.

If a child informs staff members of any issues which cause concern, staff may request the help of outside agencies. Staff would contact the relevant professional body and seek their advice.

School will endeavor to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Safeguarding Partnership's Child Protection Procedures). The school will, of course, always aim to maintain a positive relationship with all parents/carers.

Staff are committed to working positively, openly and honestly with parents/carers and ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so to protect a child.

Allegations involving staff / volunteers

If an allegation of abuse is made against a member of staff/volunteer, the person receiving the allegation must take it seriously and immediately inform the Head Teacher.

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Head Teacher. They should also make a record of the concerns including a note of anyone else who witnessed the incident/alleged incident.

If the concerns are about the Head Teacher, then the **Chair of Governors** should be contacted.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but he/she will assess whether it is necessary to refer to Children Schools and Families in consultation with the Local Authority Designated Officer

If it is decided that the allegation warrants further action through Child Protection Procedures the Head Teacher must immediately make a referral

Under these circumstances the member of staff against whom an allegation has been made should not be informed of said allegation until future action is agreed with the Social Work Team Manager. It may be necessary to discuss appropriate steps to ensure other children are not at risk. The allegation will be investigated in accordance with South Tees Local Safeguarding Children Board Safeguarding Children Procedures.

If it is decided that it is not necessary to refer to Children Schools and Families, the Head Teacher and Local Authority Designated Officer will consider whether there needs to be an internal investigation.

This policy should be read in conjunction with the following policies:

Handling and Relationships Policy
Anti Bullying Policy
Looked After Children Policy
Inclusion Policy
Safer Recruitment and Selection Policy
Pupil Safeguarding and Well-Being Policy
Health and Safety Policy
Bodily Fluids and Clinical Waste Policy
Continence Management Procedures
Single Equality Policy
Whistle Blowing Policy

WHAT IS ABUSE?

Abuse occurs when a child suffers harm or neglect and manifests in numerous ways. Main categories are as follows:

Physical Harm:

This may involve shaking, hitting, burning or scalding, poisoning, drowning, suffocating or causing ill health to a child. This also includes any online element, which facilitates, threatens and/or encourages physical abuse.

Emotional Abuse:

When a child is persistently emotionally ill treated that it causes persistent adverse effects to their emotional development. It could include feeling worthless, unloved, inadequate, inappropriate expectations being imposed, causing fear or exploitation of the child.

Sexual Abuse:

This covers forcing children to partake in sexual activities, which may be physical, including penetrative or non-penetrative acts. It also includes involving children in looking at, being involved in, or the production of pornographic material, or encouraging children to behave in sexually inappropriate activity without consent. This includes, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. This also includes an online element, which facilitates, threatens and/or encourages sexual violence.

Neglect:

The persistent failure to meet to child's basic physical and/or psychological needs that seriously impairs their health or development. This can be caused by failing to provide adequate food or shelter or clothing.

The symptoms of stress and distress

An abused child will usually show signs of stress and distress, among which are those listed below. It must be remembered that many of these may have nothing to do with abuse, but are worth consideration in trying to understand the pupil's behaviour.

- A fall-off in school performance
- Aggressive or hostile behaviour
- Difficulties in relationship with peers
- Excessively affectionate or sexual behaviour towards adults or other children
- Regression to more immature forms of behaviour
- Self harming or talk of self harm
- Disturbed sleep

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse and can be a one-off occurrence or might happen over time. It involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. In the event that a case of CSE is suspected by a member of staff this will immediately be treated as a safeguarding concern.

Child Criminal Exploitation (CCE)

- children being forced or manipulated into transporting drugs or money through county lines, children being working in cannabis factories, shoplifting or pickpocketing.
- Children being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection.
- Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves.
- You should be aware that girls are at risk of criminal exploitation too, even though their experience may be different.

Serious violent crime

Indicators that may signal that children are at risk from, or are involved with, serious violent crime include:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school

- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Risk factors that might increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery.

Allegations of abuse made against other pupils (peer-on-peer abuse)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. We also recognise that technology is a significant component of peer-on-peer abuse and that children are at risk on online abuse (as well as face-to-face.)

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Most cases of pupils hurting/abusing 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:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

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

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact 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 – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- Challenging any form of derogatory or sexualised language or behaviour
- 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
- 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

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the designated safeguarding lead Mrs S Thorpe or Mrs V Wales.

COVID-19 school closure arrangements for Safeguarding and Child Protection at Whinney Banks Primary School

Context

In response to the global COVID 19 pandemic, schools were advised to close on 20th March 2020 and again on 5th January 2021. During these periods of closure parents were asked by the government to keep their children at home wherever possible, and for schools to open only for those children of workers critical to the COVID-19 response – where no other childcare alternative was possible.

Schools 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 could not be safely cared for at home.

In response, this addendum to Whinney Banks Primary School Safeguarding and/or Child Protection Policy contains details of our individual safeguarding arrangements in the following areas:

Contacts

Vulnerable children

Attendance monitoring

Designated Safeguarding Lead

Reporting a concern

Safeguarding Training and induction

Safer Recruitment, Volunteers and Movement of Staff

Safety in schools and colleges

Children and online safety away from school and college

Supporting children not in school

Supporting children in school

Peer on Peer Abuse

Support from the Local Authority

It remains the expectation that, with regards to safeguarding, the best interests of children and young people must always continue to come first. If anyone in school/college has a safeguarding concern about any child, they should continue to act and must act immediately in line with school policy and KCSIE 2021.

We expect schools to operate for their normal hours where possible to help support the children of workers critical to the COVID-19 response.

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Mrs S Thorpe	01642 817713 07963 405268 Sandy.thorpe@mcschools.org.uk
Deputy DSL	Mrs V Wales	01642 817713 wbtwales@mcschools.org.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Mrs N Watson Mrs S Farrow Mr M Cuthbertson	wbnwatson@mcschools.org.uk wbsfarrow@mcschools.org.uk WBMCuthbertson@mcschools.org.uk
Pupil Wellbeing & Parent Support Team	Mrs A-M Cartwright Mrs L Draper	wbcartwright@mcschools.org.uk wbldraper@mcschools.org.uk
Headteacher	Mrs S Thorpe	
Local authority designated officer (LADO)	Peter Storey	01642 726 429
Chair of governors	Mrs L Green	

1. Scope and definitions

This addendum applies during the periods of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners Middlesbrough's Safeguarding Children Board, the Police and local authority (LA).

It sets out changes to our normal child protection policy in light of the Department for Education's guidance: Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

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 Plan (EHCP)

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. School may also want to support other children who are vulnerable, where they are able to do so.

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 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.

Whinney Banks 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 headteachers (VSH) for looked-after and previously looked-after children. The lead person for this will be: Mrs S Thorpe.

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 Whinney Banks Primary School will explore the reasons for this directly with the parent.

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

Whinney Banks Primary School will encourage vulnerable children and young people to attend school.

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education. Although we are operating 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 be available at all times (see section 4 for details of our arrangements).
- 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.

3. Reporting 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. They should continue to follow the process outlined in the school Safeguarding Policy. If a member of staff cannot access CPOMS remotely, they should email the Designated Safeguarding Lead or Deputy. Staff are reminded of the need to report any concern immediately and without delay.

All staff will continue to follow safeguarding procedures and principles of Keeping Children Safe in Education with regard to any safeguarding concerns.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

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

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. 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.

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from our 3 local safeguarding partners.

6. Monitoring attendance

Most children will not be attending school during these periods of school closure. We did not complete our usual attendance registers during the March 2020 lockdown but we will be completing our usual attendance registers during Spring 2021 lockdown though we will not be following our usual procedures to follow up on non-attendance in line with government guidance.

We will follow up with parents or carers of any child expecting to attend school who doesn't attend or stops attending. We will notify Social Workers too, where they have one.

We are completing the Department for Education's daily online attendance form to keep an accurate record of who is attending school. We are reporting weekly to the Local Authority attendance for vulnerable children.

7. Peer-on-peer abuse

Whinney Banks Primary School recognises that during the closure, a revised process may be required for managing any report of such abuse and supporting victims. We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately. School will listen and work with the young person/carers/parents 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.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education. Staff should continue to act on any concerns they have immediately. They should report the concern to the DSL. Concerns around the Head Teacher should be directed to the Chair of Governors: Mrs L Green. The LADO will continue to offer support in the process of managing allegations against staff in line with the school policy.

Local authority designated officer (LADO)	Peter Storey	01642 726 429
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Staff behaviour policy and code of conduct will apply to any remote learning including acceptable use of technologies, staff/pupil relationships and communication including use of social media.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

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

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

Agreed timescales for contact with vulnerable children:

- Enhanced welfare checks for CP children.
Home visits as agreed with a follow up call later in the week.
- Weekly welfare calls for all other vulnerable children.

All contact information recorded on CPOMS. Updated information will be submitted to the Local Authority in the agreed format and within agreed timescales. School will work closely with the Local Authority, Children's Social Care and the Education teams to safeguard children.

School will ensure that the Local Authority (Karen_Smith@Middlesbrough.gov.uk), has all DSL, Deputy DSL and SENDCo contact information which will be shared with Children's Social Care and the Education teams.

We will work with Virtual School to ensure all Children and Young People in our Care (CYPIOC) are shared with the appropriate senior leader so that each child is supported in line with their need.

10.2 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. Teachers will need to bear this in mind when setting expectations for the work pupils do at home.

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. Online safety in school will be maintained and we will promote online safety outside school. Staff will continue to look out for signs that a child is at risk while they're not at school, including when interacting with them online or communicating by telephone. Staff will continue to follow the policy for reporting concerns, and make referrals to children's social care and the police as needed.

11.2 Outside school

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

Staff behaviour policy and code of conduct will apply to any remote learning including acceptable use of technologies, staff/pupil relationships and communication including use of social media.

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 as set out in section 3 of this addendum.

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.

11.3 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.

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils' learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus. For the period that 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 and understood part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

13.1 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.

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

Where Whinney Banks Primary School is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. ***Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.***

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 aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

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.

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.

If staff temporarily move to school from another school they should have already completed safeguarding training and will be provided with:

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

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

13.3 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 copy of our child protection policy
- Confirmation of local processes
- Confirmation of our DSL arrangements
- A safeguarding induction
- 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 child protection policy
- Confirmation of local processes
- Confirmation of our DSL arrangements

13.4 Keeping records of who's 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.

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information. Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangement in place to support them.
- The child's EHCP, 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 can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks by Mrs Thorpe, Head Teacher and Mrs Jill Appleby, School Business Manager. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

Child Protection Policy

Staff Behaviour Policy and Code of Conduct

IT Acceptable Use Policy

Health and Safety Policy

Online Safety Policy

17. School Staffing

The Headteacher will monitor staffing levels and availability, on a daily basis and arrange adequate cover to support the children expected on site.

Rotas will be operated, as required, to maintain staff health and provide contingency arrangements should on site staff develop symptoms.

All non-essential staff are currently being directed to work from home as recommended by government guidance.

Where Whinney Banks Primary School has concerns about the impact of staff absence on maintaining safe provision – such as the Designated Safeguarding Leads, senior leaders or first aiders –this will be discussed with the LA's Chief Adviser and Chair of Governors.

All possible measures, based on current government guidance, are being taken to protect staff from infection and maintain a staffing level that is deemed safe.

Whinney Banks Primary School will refer to the government guidance for education and childcare settings on how to implement social distancing and will continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

Whinney Banks 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. Any concerns will be logged on CPOMS. If anyone has a safeguarding concern about any child, they should continue to act on it immediately in line with school policy and KCSIE 2021.