



# Child Safeguarding Policy & Pupil Welfare including allegations made against staff

**Date Adopted: Propose November 2020**  
**Author/owner: Kate Fairbrother - Headteacher**  
**Anticipated Review: November 2021**

## Contents

Safeguarding Statement	Page 4
Key personnel	Page 4
Terminology	Page 5
1. Introduction	Page 5
2. Policy Principles	Page 5
3. Policy Aims	Page 5
4. Values	Page 6
5. Prevention/Protection	Page 6
6. Safe School, Safe Staff	Page 7
7. Roles and Responsibilities	Page 7
8. Confidentiality	Page 10
9. Child Protection Procedures	Page 10
10. Children who are particularly vulnerable	Page 12
11. Anti-Bullying / Cyberbullying	Page 13
12. Racist Incidents	Page 13
13. Radicalisation and Extremism	Page 13
14. Domestic Abuse	Page 14
15. Child Sexual Exploitation (CSE)	Page 14
16. Female Genital Mutilation (FGM)	Page 15
17. Forced Marriage	Page 16
18. Honour based Violence	Page 16
19. One Chance Rule	Page 16
20. Private Fostering Arrangements	Page 16
21. Looked After Children	Page 17
22. Children Missing Education	Page 17
23. Online Safety	Page 17
24. Peer on Peer Abuse	Page 17
25. Youth Produced Sexual Imagery (Sexting)	Page 18
26. Allegations against Staff	Page 20
27. Whistle-blowing	Page 20

28. Physical Intervention	Page 21
29. Confidentiality and Information Sharing	Page 21
30. Linked Policies	Page 21
Appendix 1 – Recognising signs of child abuse	Page 24
Appendix 2 – Sexual Abuse by Young People	Page 28
Appendix 3 – CPOMS	Page 29
Appendix 4 – Child Sexual Exploitation	Page 30
Appendix 5 – Female Genital Mutilation	Page 31
Appendix 6 – Domestic Abuse	Page 33
Appendix 7 – Radicalisation and Extremism	Page 34
Appendix 8 – What to do if you have an online safety concern	Page 36
Appendix 9 – Resources	Page 37
Appendix 10 – MASH contacts	Page 38

## Safeguarding Statement

Landkey Community Primary Academy(LCPA)recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. The Landkey Community Primary Academy is part of the Tarka Learning Partnership which sets policy relating to safeguarding.

## Key Personnel

**The Designated Safeguarding Lead (DSL) is the Head Teacher – Kate Fairbrother**

Telephone: 07841 465646 and 01271 830421

**The Deputy Designated Safeguarding Lead is the Deputy Headteacher – Lucy Mardling or Sam Piper, the Administrator**

Telephone: 01271 830421

**The nominated child protection governor is: Annette Hennessey**

Contact details:01271 830421

**The CEO of Tarka Learning Partnership is: Andy Cotton**

Telephone: 01271 443120

The Head Teacher accepts responsibility for the overall operation of this policy; the Designated Safeguarding Lead is operational lead, on a day-to-day basis.

## Terminology

Safeguarding and promoting the welfare of children is defined as:

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

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### 1. Introduction

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2015
- Keeping Children Safe in Education 2020 (updated guidance Jan 2021)
- HM Gov Information Sharing 2015
- What to do if you're worried a child is being abused 2015

### 2. Policy Principles

The welfare of the child is paramount

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff<sup>1</sup>, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support and supervision.

### 3. Policy Aims

- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.

---

<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc and governors.

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and MASH.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)<sup>2</sup>, and a single central record is kept for audit.

#### 4. Values

##### Supporting Children

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying MASH as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and Relationship and Sex Education and through all aspects of school life. This includes online safety.

##### Prevention / Protection

- We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.

---

<sup>2</sup> Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012  
 Child Safeguarding Policy & Pupil Welfare including allegations made against staff  
 Source - Babcock, DCC

- Include regular consultation with children e.g. through Y6 exit and other types of child questionnaires, participation in anti-bullying week and mental health awareness week, through pastoral support from class teachers and the pastoral team (Deputy Head, Learning Mentor/Emotional Health and Well Being Champion), weekly whole school and phase assemblies, PSHE lessons
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## 5. Safe School, Safe Staff

We will ensure that;

- all staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy and sign to say they have read it.
- all staff receive safeguarding and child protection training at induction in line with advice from Devon Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.
- all members of staff are trained in and receive regular updates in online safety and reporting concerns.
- all staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The child protection policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the school's handbook.
- the school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time. Leaders of community groups letting the school premises must be DBS checked, prior to a letting agreement.
- Community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures. They will receive a copy of Keeping Children Safe in Education and will sign to say they have read and understood it.
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All Governors will be given a copy of Part 2 and Annex A of Keeping Children Safe in Education 2020 and will sign to say they have read and understood it.

## 6. Roles and Responsibilities

- All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that;
- there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);
- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Devon Safeguarding Children's Board and statutory requirements, are reviewed annually and that the Child Protection policy is publicly available on the school website or by other means;
- ensures that all staff including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy;

- all staff have read Keeping Children Safe in Education (2020 – updated guidance Jan 2021) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
- the school has procedures for dealing with allegations of abuse against staff (including the Head Teacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned.
- a member of the Local Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head Teacher
- a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Local Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
- on appointment, the DSL and deputy undertake appropriate, identified training offered by DSCB or other provider every two years;
- all other staff have safeguarding training updated as appropriate;
- at least one member of the governing body has completed safer recruitment training to be repeated every five years.
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through relationship and sex education (SRE);
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- appropriate online filtering and monitoring systems are in place;
- enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors;
- any weaknesses in Child Protection are remedied immediately.

**The Head Teacher will ensure that;**

- the Child Safeguarding Policy and procedures are implemented and followed by all staff;
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- holds ultimate responsibility for safeguarding and child protection in the school;

**The Designated Safeguarding Lead;**

- acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- Encourages a culture of listening to children and taking account of their wishes and feelings;

- is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- Will refer a child if there are concerns about possible abuse, to the MASH<sup>3</sup>, and act as a focal point for staff to discuss concerns. Enquiries<sup>4</sup> must be followed up in writing, if referred by telephone;
- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday;
- Will ensure that an indication of the existence of the additional file is registered in an electronic file;
- Will ensure that when a pupil leaves the school, relevant child protection information is passed to the new school (separately from the main pupil file, ensuring secure transit) and that confirmation of receipt is obtained;
- Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
- Has a working knowledge of DSCB procedures;
- Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker;
- Will ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education 2020 (updated guidance Jan 2021) Part 1 and annex A and ensure that the policies are used appropriately;
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences;
- Will contribute to and provide, with the Head Teacher and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Education Safeguarding Team at Devon County Council;
- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;
- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputy, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

### **The Deputy Designated Safeguarding Lead**

- Is trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

### **All School Staff**

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- Consider, at all times, what is in the best interests of the child;
- know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015);
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH;

<sup>3</sup> All new enquiries go to the MASH, DSLs can consult on 0345 155 1071. In an emergency out of hours referrals can be made to the Emergency Duty Team on 0845 6000 388 or Police.

<sup>4</sup> Online forms are available via [www.devon.gov.uk/mashenquiryform.doc](http://www.devon.gov.uk/mashenquiryform.doc) or DSCB website.

- Are aware of the Early Help<sup>5</sup> process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases;
- Will provide a safe environment in which children can learn.

## 7. Confidentiality

- The Academy recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2015) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- We will always undertake to share our intention to refer a child to MASH with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the MASH consultation line.

## 8. Child Protection Procedures

- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.
- Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".
- There are also a number of specific safeguarding concerns that we recognise our pupils may experience;
  - child missing from education
  - child missing from home or care
  - child sexual exploitation (CSE)
  - bullying including cyberbullying
  - domestic abuse
  - drugs
  - fabricated or induced illness
  - faith abuse
  - female genital mutilation (FGM)
  - forced marriage
  - gangs and youth violence
  - gender-based violence/violence against women and girls (VAWG)
  - mental health
  - private fostering
  - radicalisation
  - youth produced sexual imagery (sexting)
  - teenage relationship abuse
  - trafficking
  - peer on peer abuse

---

<sup>5</sup> Detailed information on early help can be found in Chapter 1 of [Working Together to safeguard children](#)  
 Child Safeguarding Policy & Pupil Welfare including allegations made against staff  
 Source - Babcock, DCC

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

If staff are concerned about a child's welfare

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on a yellow Child Concern form (Appendix 3) and pass it to the DSL. They may also discuss their concerns in person with the DSL but the details of the concern should be recorded in writing.
- There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- The Academy recognises that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- Staff should use the CPOMS system and pass notification to the DSL.
- Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

**If a pupil discloses to a member of staff**

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.
- Record on CPOMS

**During their conversation with the pupil staff will;**

- Listen to what the child has to say and allow them to speak freely
- Remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- Reassure the child that it is not their fault and that they have done the right thing in telling someone
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- Take what the child is disclosing seriously
- Ask open questions and avoid asking leading questions
- Avoid jumping to conclusions, speculation or make accusations
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next.

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the CPOMS system in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

### **Notifying Parents**

The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's MASH.

Where there are concerns about forced marriage or honour-based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

### **Making a referral**

- Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's MASH or other support is appropriate in accordance with Devon Safeguarding Children's Board Threshold Tool
- If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's MASH and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

### **Supporting Staff**

- We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

## **9. Children who are particularly vulnerable**

We recognise that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the

child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Already viewed as a 'problem'
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation
- At risk of forced marriage
- At risk of being drawn into extremism.

## **10. Anti-Bullying/Cyberbullying**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/ or perceived differences are more susceptible to being bullied and being victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education.

## **11. Racist Incidents**

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and report them to the Local Authority and/or the police.

## **12. Radicalisation and Extremism**

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

The Academy is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism<sup>6</sup>.

The Academy seeks to protect children and young people against the messages of all violent extremism, whatever its origin.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are detailed in Appendix 6.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)<sup>7</sup>.

The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

### **13. Domestic Abuse**

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

### **14. Child Sexual Exploitation (CSE)**

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. More information and the indicators of CSE is set out in appendix 3. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.

---

<sup>6</sup>[The Prevent duty](#)

<sup>7</sup>[Promoting Fundamental British Values](#)

Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. The Academy is aware there is a clear link between regular school absence/truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the Devon Safeguarding Children's Board CSE Screening Tool<sup>8</sup> on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identified any level of concern the DSL should contact their local MACSE and email the completed CSE Screening Tool along with a MASH enquiry form. If a child is in immediate danger the police should be called on 999.

We are aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

The Academy includes the risks of sexual exploitation in the PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

## **15. Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police<sup>9</sup>.

The duty applies to all persons in the Academy who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per the Academy's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

## **16. Forced Marriage**

---

<sup>8</sup>[DSCB screening tool](#)

<sup>9</sup>[FGM procedural information](#)

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with MASH

## **17. Honour-based Violence**

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who;

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

## **18. One Chance Rule**

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.

We are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

## **19. Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

The Academy recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify MASH of the circumstances.

## **20. Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and neglect. Our school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Devon County Council's virtual school head for children in care.

The designated teacher for looked after children works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan.

## **21. Children Missing Education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'<sup>10</sup>.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

## **22. Online Safety**

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and Oovoo.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

The Academy has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents (See flowchart, Appendix 7).

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is TBC

## **23. Peer on Peer Abuse**

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The Academy recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.

---

<sup>10</sup> [CME Statutory Guidance for Local Authorities](#)

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others (For more information, please see Appendix 2).
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19’ i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

Landkey Community Primary Academy aims to reduce the likelihood of peer on peer abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils’ understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, we will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using the school’s child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil’s behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

#### **24. Youth produced sexual imagery (sexting)<sup>11</sup>**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.

<sup>11</sup> Youth refers to anyone under the age of 18

- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'<sup>12</sup>.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to MASH/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Head Teacher, to respond to the incident without escalation to MASH or the police.

In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the school.

<sup>12</sup>[Sexting in schools and colleges](#)

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

## **25. Allegations against staff**

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction<sup>13</sup>.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the head teacher/DSL<sup>14</sup>.

The head teacher/DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)<sup>15</sup> at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the head teacher, the person receiving the allegation will immediately inform the Chair of Governors/ CEO who will consult the LADO as above, without notifying the head teacher first.

The school will follow the Devon procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education 2020 (updated guidance Jan 2021) and following guidance from the LADO.

Suspension of the member of staff, excluding the head teacher, against whom an allegation has been made, needs careful consideration, and the head teacher will seek the advice of the LADO and an HR Consultant in making this decision.

In the event of an allegation against the head teacher, the decision to suspend will be made by the Chair of Governors with advice as above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context. If an allegation was made against a volunteer, the head teacher/DSL will seek advice and terminate their volunteer role in school, sharing information with the appropriate agency (MASH, the police) if required.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

## **26. Whistle Blowing (see Whistle Blowing Policy)**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistle Blowing Policy.

---

<sup>13</sup> Refer to "Guidance for Safe Working Practice"

<sup>14</sup> Chair of Governors in the event of an allegation against the Headteacher

<sup>15</sup> Duty LADO 01392 384964 or email ladosecure-mailbox@devon.gcsx.gov.uk

***The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.***

Whistle-blowing re the head teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).

## **27. Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

## **28. Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education 2020 (updated guidance Jan 2021) emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2016

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

## **29. This policy also links to our policies on:**

- Behaviour,
- Staff Code of Conduct
- Whistle Blowing,
- Anti-bullying,
- Health & Safety
- Allegations against staff,

- Complaints policy
- Attendance,
- Curriculum
- PSHE
- Teaching and Learning
- Administration of medicines
- Sex and Relationships Education
- Physical intervention
- E-Safety, including staff use of mobile phones
- Health and Safety,
- Safer Recruitment
- Intimate Care
- Radicalisation and Extremism

## Appendices

Appendix 1 – Recognising signs of child abuse	Page 24
Appendix 2 – Sexual Abuse by Young People	Page 28
Appendix 3 – CPOMS	Page 29
Appendix 4 – Child Sexual Exploitation	Page 30
Appendix 5 – Female Genital Mutilation	Page 31
Appendix 6 – Domestic Abuse	Page 33
Appendix 7 – Radicalisation and Extremism	Page 34
Appendix 8 – What to do if you have an online safety concern	Page 36
Appendix 9 – Resources	Page 37
Appendix 10 – MASH contacts	Page 38

## Appendix 1

### Recognising signs of child abuse

#### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

#### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

#### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with the DSL or in the absence of all those individuals, an experienced colleague
- May require consultation with and /or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid; a child getting into hot water of his/her own accord will struggle to get out and cause splash marks
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

## Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## Appendix 2

### Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- ❖ Equality
  - Consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- ❖ Consent: agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- ❖ Coercion
  - The young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc.
  - Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Further information and advice is available in the Devon multi-agency protocol “Working with Sexually Active Young People” available at [www.devon.gov.uk/safeguarding](http://www.devon.gov.uk/safeguarding) by choosing Safeguarding Children – Protocols and Guidance for Professionals.

### **Appendix 3 – All incidents of child protection should be recorded on CPOMS**

The Designated Safeguarding Lead will induct staff in the use of the CPOMS system, a safeguarding and child protection software for schools.

## Appendix 4

### Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- going missing from home or school
- regular school absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## Appendix 5

### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act<sup>1</sup> introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

#### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- ❖ Type 1: Clitoridectomy – partial/total removal of clitoris
- ❖ Type 2: Excision – partial/total removal of clitoris and labia minora
- ❖ Type 3: Infibulation- entrance to vagina is narrowed by repositioning the inner/outer labia
- ❖ Type 4: all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

#### Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

#### Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

**Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

**The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings take action **without delay** and make a referral to children's services.

## Appendix 6

### Domestic Abuse

#### How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

#### What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

#### What should I do if I suspect a family is affected by domestic abuse?

Contact: <https://new.devon.gov.uk/dsva/>

## Appendix 7

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

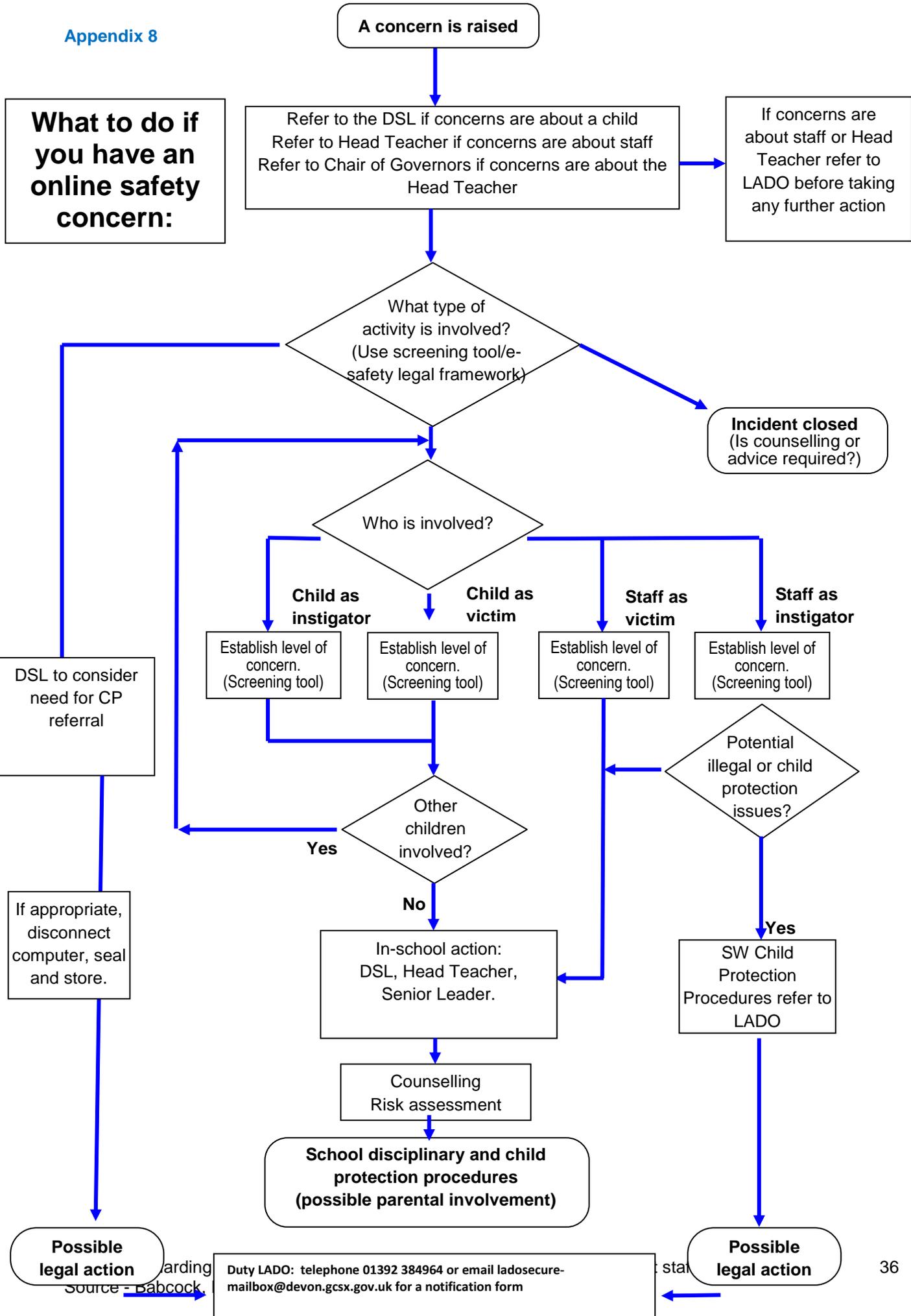
*Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*
3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;

- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

[The Prevent Duty can be accessed via this link.](#)



## Appendix 9

Further advice on child protection is available from:

Keeping Children Safe in Education

2020 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping\\_children\\_safe\\_in\\_education\\_Sep\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)

Keeping Children Safe in Education Part 1 – Information for all School and College Staff

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912593/Keeping\\_children\\_safe\\_in\\_education\\_part\\_1\\_Sep\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf)

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

ChildnetInternational –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Transgender <http://www.mermaidsuk.org.uk/>

<http://www.mermaidsuk.org.uk/assets/media/East%20Sussex%20schools%20transgender%20toolkit.pdf>

<https://uktrans.info/70-topic-overviews/328-resources-for-schools>

<https://www.intercomtrust.org.uk/item/55-schools-transgender-guidance-july-2015>



**For Early Help, Consultation and Enquiries please contact:**

Telephone: **0345 155 1071**

E-mail: [mashsecure@devon.gcsx.gov.uk](mailto:mashsecure@devon.gcsx.gov.uk)

Fax: 01392 448951

Enquiry Form available at:

[www.devon.gov.uk/mash-enquiryform.doc](http://www.devon.gov.uk/mash-enquiryform.doc)

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

**Emergency Duty Team** – out of hours

**0845 6000 388**

**Police** – non emergency – 101

For all **LADO** enquiries Exeter (01392) 384964 or

**<http://www.devon.gov.uk/lado>**

## **Early Help Team**

Senior Manager: Phillippa Court

Manager Exeter and South: Stephen Matthewman 07790362310

Manager Mid & East: Ian Flett

Manager South & West: Karen Hayes

Manager Northern: Sarah Simpson 07854304512

Early Help Advisers:

North: **Becky Sanders:**[becky.sanders@devon.gov.uk](mailto:becky.sanders@devon.gov.uk) 07391 943513

Mid & East: **Karol Stannard:** [karol.stannard@devon.gov.uk](mailto:karol.stannard@devon.gov.uk)

[Lisa.robinson@devon.gov.uk](mailto:Lisa.robinson@devon.gov.uk) 07891 417159

South & West: **Karen Hayes** [earlyhelpsouthsecure-mailbox@devon.gcsx.gov.uk](mailto:earlyhelpsouthsecure-mailbox@devon.gcsx.gov.uk)

Exeter: **Jan Mead:** [jan.mead@devon.gov.uk](mailto:jan.mead@devon.gov.uk) 07891 417073

**0345 155 1071, ask for Early Help [earlyhelpsecure@devon.gov.uk](mailto:earlyhelpsecure@devon.gov.uk)**



# Child Protection and Safeguarding: COVID-19 addendum

## Tarka Learning Partnership

### Landkey Community Primary Academy



**Approved by:**

Andy Cotton CEO

**Date:** 7<sup>th</sup> April 2020

**Next review due by:**

8<sup>th</sup> May 2020 Board of Directors

## Contents

Important contacts.....	2
1. Scope and definitions .....	3
2. Core safeguarding principles .....	3
3. Reporting concerns .....	5
4. DSL (and deputy) arrangements.....	5
5. Working with other agencies.....	6
6. Monitoring attendance .....	44
7. Peer-on-peer abuse.....	44
8. Support for children who aren't 'vulnerable' but where we have concerns .....	44
9. Safeguarding for children not attending school: Commuinciation Plans .....	44
10.Safeguarding all children.....	7
11. Online safety .....	8
12. Mental health.....	9
13. Staff recruitment, training and induction.....	9
14. Children attending other settings .....	11
15. Monitoring arrangements.....	12
16. Links with other policies.....	12
17. Informing Staff.....	12

---

## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Kate Fairbrother	07841 465646 01271 830421
Deputy DSL	Lucy Mardling Sam Piper	01271 830421
Head Teacher	Kate Fairbrother	07841 465646
Local authority designated officer (LADO)	If you need to contact Devon's LADO, please consider all the guidance for organisations first. If you believe the concern meets the remit of the LADO service, please complete the <a href="#">notification form</a> or telephone 01392 384964 or email <a href="mailto:childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk">childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk</a> for a notification form.	01392 384964
Chair of governors	Seth Conway	

### 1. Scope and definitions

This addendum applies during the period of school partial/closure due to COVID-19, and reflects updated advice from our safeguarding partners including the local authority (LA) Devon issued on 7<sup>th</sup> April 2020.

It sets out changes to our school's usual child protection/safeguarding 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 (EHC) plan

It remains the case that **safeguarding is everybody's responsibility**, therefore this additional information needs to be shared with all staff who in turn must read, digest and seek support from their DSL team or school leaders if further clarification is required. All staff should continue to have access to the Child Protection/Safeguarding policy, Code of Conduct and KCSiE 2020 where further details and information can be found.

#### 1.1 Principles of working with young people during the COVID outbreak

School leaders must consider the health, safety and wellbeing of staff and all other children attending the setting. If a child is unwell, or showing the symptoms of Covid -19 (as defined by current government guidelines) they will expect the child to remain at home and the school will offer provision and support Child Safeguarding Policy & Pupil Welfare including allegations made against staff

Source - Babcock, DCC

remotely informing relevant partner agencies. This will include establishing regular contact with the family until such time as they have adhered to guidelines enabling the now well or symptom free child to return to school.

If the school has information that parents are not following current government guidelines Leaders will use their professional discretion, working with the CEO, any partner agencies and LA officers to agree appropriate action. This will firstly take into account the child's safety, however where other exceptional circumstances exist whereby a child compromises the health, wellbeing or safety of staff or other children, then appropriate action will be agreed by the school together with the social worker/LA. In addition, if the needs of the child cannot be met safely in the school environment then the DSL will discuss the case initially with the Head Teacher and then the CEO before consulting with the Local Authority. A suitable system of monitoring pupil well being will need to be put in place or an alternative solution to support the child and family found where possible.

Landkey Community Primary Academy 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. If current plans and support packages exist for these pupils the school will continue to provide for these as best as possible in conjunction with the relevant agencies. The lead person for this will be: Kate Fairbrother.

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 school will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, Landkey Community Primary Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. We will encourage our vulnerable children and young people to attend school, including remotely if not possible by other means.

## 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's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

## 3. Reporting concerns

All staff must continue to act on any concerns they have about a child immediately. It is still vitally important to do this. There will be no volunteers on site during partial/ full school closure in response to the changes in the school environment and school capacity to support such volunteers.

All safeguarding reporting concerns should be logged as normal using CPOMS at the time of the concern informing the Designated Safeguarding Lead or other relevant staff. Concerns about the safeguarding of children cannot be left until schools return to full opening. The child safeguarding agencies remain in operation.

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.

In the unlikely event that a member of staff cannot access CPOMS from home, they should email the Designated Safeguarding Lead, Head Teacher or Safeguarding contact. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay. All staff should follow the escalation process as laid out in [Schools Safeguarding of Vulnerable Children During Covid 19 flowchart](#).

### 3.1 Reporting a concern about an adult/the Head Teacher

Where staff are concerned about an adult working with children in the school or off site, they should report the concern to the Head Teacher or DSL. If there is a requirement to make a notification to the Head Teacher whilst away from school, this should be done verbally and followed up with an email to the Head Teacher immediately.

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.

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](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

Concerns around the Head Teacher should be directed to the Chair of Governors:  
Paula Stein.

### 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.

If our DSL (or deputy) can't be in school, they can be contacted remotely by telephoning 07841 465646

We will keep all school staff informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

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 local safeguarding partners

- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

## 6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases, we will:

- Follow up on their absence with their parents or carers, by contacting by telephone and or email
- Notify their social worker, where they have one
- Further concerns should be referred to the school's EWO

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

School will complete a return online so the DfE can monitor who is in school and who isn't by midday everyday [https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings?utm\\_source=15dbdd08-0355-41cd-a731-77d42d9cf9a9&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings?utm_source=15dbdd08-0355-41cd-a731-77d42d9cf9a9&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

The LA has a duty to monitor vulnerable children's attendance and Landkey Community Primary Academy will be completing the necessary spreadsheets and returning to [schoolsdailyreturns@devon.gov.uk](mailto:schoolsdailyreturns@devon.gov.uk) daily.

## 7. Peer-on-peer abuse

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.

## 8. 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. Such children could be those previously on a child protection plan or where staff and or other agencies have significant safeguarding concerns.

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

## 9. Safeguarding for children not attending school

### 9.1 Communication plans

We have communication plans following the advice in the Devon Local Authority's RAG rating system 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
- The parents have withdrawn the child from school and where relevant the school has made contact with the social worker or other agencies to discuss concerns

These plans set out:

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

We have agreed these plans with children's social care where relevant, and will review them every 4 weeks

If we can't make contact, we will contact children's social care initially or the police.

The communication plans can include; remote contact, phone contact, door-step visits (if appropriately risk assessed). The plans put in place will as a minimum reflect the [Schools Safeguarding of Vulnerable Children During Covid 19 flowchart](#)). Other individualised contact methods should be carefully considered, ideally working with families, and recorded.

Landkey Community Primary Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. Any such plan must be reviewed at least weekly 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. Landkey Community Primary Academy 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 and carers

## 10. Safeguarding all children

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

Staff 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. In particular, children are likely to be spending more time online (see section 11 below).

All staff at Landkey Community Primary Academy need to be aware of this in setting expectations of pupils' work where they are at home. Landkey Community Primary Academy 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. Landkey Community Primary Academy is committed to ensuring the safety and wellbeing of all its students. We will continue to be a safe space for all children to attend and flourish.

The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. Landkey Community Primary Academy will continually refer to the most recent 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. Where staff have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – they discuss them immediately with senior leaders.

## 11. Online safety

### 11.1 In school

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

Child Safeguarding Policy & Pupil Welfare including allegations made against staff

Source - Babcock, DCC

If IT staff are unavailable, our contingency plan is via the TLP MAT support.

## 11.2 Outside school

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

Landkey Community Primary Academy 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, unless as a result of risk assessments confirmed with the Head Teacher. This may for example involve having the parent in the room.
- 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.
- 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
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed by school leaders
- Staff should record the length, time, date and attendance of any sessions held.

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. The school can continue to sign post, where services exist, to external agencies. Staff within the school such as the SENDCO can support through contacting parents in the first instance.

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

### 13.1 Recruiting new staff

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

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

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

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. The school will not use volunteers under any circumstances during the COVID crisis, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE.

Landkey Community Primary Academy 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 163 of KCSIE. Landkey Community Primary Academy 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](mailto:Misconduct.Teacher@education.gov.uk) 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, Landkey Community Primary Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Where staff are required to work in schools that are not their normal place of work, senior leaders 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

There is no requirement to list such individuals in the school's SCR, unless leaders choose to do so as long as such written confirmation is received. School will retain this evidence until such time as the current restrictions on schools are lifted and in line with our current data and information retention policies.

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust or Federation HR Manager or equivalent senior leader that the member of staff has received appropriate safeguarding training and all pre-employment safeguarding requirements are in place.

Upon arrival, they must have access to a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements and contact details.

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

### 13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. The Head Teacher or delegated safeguarding lead of the receiving school i.e. where the member of staff is now working will induct the member of staff as to the safeguarding processes and persons responsible for safeguarding in the new site.

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 will continue to receive:

- A safeguarding induction, including staff who are 'on loan' (moving from one site to another.)

- A copy of our children protection policy (and this addendum)
- 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 and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

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 have or will miss their refresher training. All existing school staff who have had safeguarding training and have read part 1 of Keeping Children Safe in Education 2020 (updated guidance Jan 2021) are similarly likely to not receive whole staff training during this time. DSLs should therefore communicate with staff any new local arrangements, so they know what to do if they are worried about a child. This should be achieved through emails and similar electronic means.

### 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.

We will use the school rota to log:

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

### 14. Children attending other settings

Where children are temporarily required to attend another setting, the receiving school should ensure that contact is made to the child's regular school to ascertain 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 arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO 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.

This appendix of the Safeguarding and Child Protection policy will also be reviewed should school play 'host' to a collapsed provision or direct pupils/staff to a 'cluster' school. The review will then consider any information about 'hub' working issued by the DfE, and consideration will be made for example on, the sharing of vulnerable pupil information, the reporting of concerns and updating of safeguarding files.

### 15. Monitoring arrangements

This policy will be reviewed as guidance from the local safeguarding partners, the LA or DfE is updated by the CEO. At each subsequent review, it will be approved by the Board of Directors. Governance, at the time

of this policy's implementation, is acting through emergency measures i.e. through the Chair of Director's approval.

The LA has a duty to monitor vulnerable children's attendance and Landkey Community Primary Academy will be completing the necessary spreadsheets and returning to [schoolsdailyreturns@devon.gov.uk](mailto:schoolsdailyreturns@devon.gov.uk) daily.

### 15.1 How will this look in our school?

To support the above, Landkey Community Primary Academy 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, Landkey Community Primary Academy will take the actions described in the [Schools Safeguarding of Vulnerable Children During Covid 19 flowchart](#).

### 15.2 Those vulnerable children not attending school

Those vulnerable children who are not attending school will be contacted on a regular basis so that school are satisfied that they are safe. School will follow the [Schools Safeguarding of Vulnerable Children During Covid 19 flowchart](#) along with that from other agencies working with the pupil and family. The DSL or Deputy DSL will review their RAG ratings for this group at least weekly taking into account any reported concerns from school contact or any information from partner agencies such as ViST reports. Any changes will be recorded on the schools central vulnerable group spreadsheet and shared with the Head Teacher if not DSL. **Any changes in the RAG rating will be sent to the LA on this link so the master records can be updated. [schoolsdailyreturns@devon.gov.uk](mailto:schoolsdailyreturns@devon.gov.uk)**

## 16. Links with other policies

This policy links to the following policies and procedures:

- Child protection/safeguarding policy
- Staff behaviour policy/code of conduct including Anti-bullying policy
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Tarka Learning Partnership: Whistleblowing policy
- SEND policy

## 17. Informing staff

It is important that all school staff and volunteers have access to a trained DSL (or deputy), or the named school leader, Landkey Community Primary Academy will inform all staff and volunteers of changes to the details above.

Therefore, each day staff on site will be made aware of who 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 or seek support and liaise with Early Help professionals.

Any changes to the DSL on duty will also be shared with those staff working from home via email. School will also have a daily information board sharing the DSL and safeguarding contacts for the day for all staff working on site.



# Child Protection and Safeguarding: COVID-19 addendum2

## Tarka Learning Partnership

### Landkey Community Primary Academy



**Approved by:** Andy Cotton CEO **Date:** 27<sup>th</sup> May 2020

**Next review due by:** 3<sup>rd</sup> June 2020 Board of Directors

**Effective June 1<sup>st</sup> 2020**

## Contents

1.0 Context.....	2
2.0 Disclosures.....	3
3.0 Designated Safeguarding Lead .....	3
4.0 Safer Recruitment.....	4
5.0 Transition of Pupils DSL (and deputy) arrangements.....	4
6.0 Summary of key points .....	4
7.0 Informing Staff.....	4

### 1.0 Context:

This policy addendum reflects the specific safeguarding issues all Tarka Learning Partnership schools require all employees to be aware of, as the school prepares for wider opening to greater numbers of children in addition to those who have been attending either as deemed vulnerable, or are children of key workers. Vulnerable children attendance is expected, where it is appropriate for them (that is, there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending.

This policy annex is based on DfE guidance issued on 20<sup>th</sup> May ([Link](#)). This policy annex should also be read and understood in conjunction with the school's safeguarding policy, the safeguarding addendum dated 8<sup>th</sup> May 2020 and the schools risk assessments, health and safety requirements, code of conduct (including acceptable use of technology), TLP Whistleblowing policy and the principles set out in Keeping Children Safe in Education (KCSiE) 2020 (updated guidance Jan 2021) part 1 that staff are asked to ensure they are familiar with. This addendum and all linked policies and procedures will be reviewed regularly to ensure it meets the needs of each school and the current situation.

The safeguarding of children remains our priority and everyone's responsibility. Where an adult has concerns about a child they should report this immediately to DSL or the Deputy DSL using the schools established system. **As a greater number of children return to school having spent a number of weeks at home, it is likely that:**

- **Some pupils will have anxieties that will cause them to be distressed at being back at school**
- **Some pupils are likely to have mental health concerns**
- **Children/young people are likely to have had significant changes in their routine and will struggle to adjust back to being at school**
- **Many have had access to materials on-line that are either age inappropriate or possibly have been exposed to other adults who wish to groom children for exploitive and/or abusive purposes**
- **Some children/young people will have suffered abuse from the adults in their house**
- **Some children/young people will have witnessed domestic abuse and violence or have been abusive to their parents/carers or siblings (peer on peer abuse)**
- **Some children/young people will have experienced abuse (online, physical, emotional, sexual) from their siblings or their peers**
- **Peer on peer abuse online will manifest as possible behaviour concerns**

### 2.0 Disclosures:

As a result of the above (not an exhaustive list), all adults must be vigilant to the likelihood that there will be a greater number of disclosures. School staff will ensure that the following key points are understood. Information to support staff taking a disclosure can be found in the school's safeguarding policy. Not all disclosures are verbal. Staff will need to be vigilant to this and act when appropriate. School information on disclosure highlights the following key principles:

- Don't panic – remain calm and reassuring in your manner, listen.
- Give the child your full attention to demonstrate you are listening carefully and taking the information seriously.
- Let the child take their time, go at their own pace and use their own words.
- If they need further encouragement remember TED (Tell me, Explain, Describe)
- Reassure them that they did the right thing by telling someone, and that they have been brave in doing so.
- Assure them that it is not their fault and you will do your best to help.
- Let them know that, to ensure they will be safe, you will need to tell someone else.
- Let them know what you are going to do next at an age appropriate level.
- Don't make promises to keep a disclosure a secret

As soon as the child is safe, ensure the child's words (or actions) are recorded as accurately as possible and this is shared immediately with the DSL on site or senior member of staff who is responsible for safeguarding due to the DSL's absence (see section below about DSL on site).

### 3.0 Designated Safeguarding Lead (DSL):

Wherever possible, the DSL or Deputy DSL will be on site and can be accessed by all staff. They will be available to act on concerns as these become apparent, including to support partner agencies should information be required to be shared. Should it not be possible for the DSL or any deputies to be on site, they will be contactable by phone and email or similar virtual means.

DSL and DDSL will ensure that safeguarding files and chronologies have been updated with all relevant information since the start of school closures and will continue to ensure that this record keeping is kept up to date.

Currently, DSL refresher training is 'on-hold' though the DSL is expected to keep abreast of local and national changes and trends through their local authority, their local safeguarding board, partner agencies and national organisations such as the NSPCC and CEOPs.

The DSL will ensure that all staff receive information that enables them to undertake their safeguarding role with diligence and curiosity. This is likely to be through the sharing of information, through email and other forms of communication. The DSL will also ensure that staff have enough information that means they can fulfil their specific roles in school, (recognising this role may be different due to Covid 19). Staff will ensure that they seek further support if they feel that they need greater information or support. The school website [www.Landkeyprimary.devon.sch.uk](http://www.Landkeyprimary.devon.sch.uk) will be updated to ensure that key documents, referenced in this appendix can be found.

Staff at the school will be made aware on a daily basis as to the arrangements for DSL contact and the named senior member of staff if the person is not onsite full time. All staff are reminded of their Whistleblowing responsibilities should they have a concern about the behaviour of a colleague, including the Head Teacher. This must be shared according to the current whistleblowing policy found on the Tarka Learning Partnership site <https://tarkatrust.org.uk/governance-and-policies/governance-2/>

### 4.0 Safer Recruitment:

Each school will ensure that any recruitment of staff still adheres to the requirement as detailed in Part 3 of KCSiE 2019. The school will ensure that all relevant checks are undertaken and detailed in the schools'

Single Central Record (SCR) that can be accessed by the Head Teacher. Induction of new staff will still conform to requirements as detailed in KCSiE despite this being likely to be through a virtual process rather than face to face.

Should staff from other schools be deployed at a school in the partnership, the Head Teacher will ensure that they can confirm the suitability of any individual to work with children/young people. The transferring employee's SCR record will be transferred over to the new school.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason a school has concerns about the individual, they may obtain a new check in the usual way.

A school will continue to follow its legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSiE.

Visiting contractors or agency staff will equally still be required to have demonstrated the appropriate levels of checks as details in KCSiE part 3.

### 5.0 Transition of children:

DSL (or appropriate member of staff e.g. nominated key worker) will prior to a vulnerable child returning to school after a period of absence make contact with them and their families to identify any change in circumstance that has occurred since school closures.

Children/young persons that are attending another setting to continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable

The school will continue to support and advise families on how to keep their child safe (e.g. online safety and mental health awareness) via a variety of different communications.

### 6.0 Summary of key points:

- The best interests of children must always continue to come first
- It is possible that an increased number of pupils have been exposed to abuse following a long period of isolation
- If anyone at school has a safeguarding concern about any child or a concern about a colleague, they should continue to act and act immediately as per established procedures
- DSL or deputy should always be available or contactable and staff will know who this is on a daily basis and how to contact them
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children

### 7.0 Informing staff

This addendum should be sent to all staff to read and placed in the usual document store(s) including the school's website.