



Child Protection and Safeguarding Policy (Updated 2021 including Covid 19 annex)

Other related academy policies that support this Child Protection policy include:- Anti-Bullying, Attendance, Behaviour, Confidentiality & Information Sharing, Induction, Online Safety, Looked After Children, Overarching Safeguarding, Positive Handling Plan, PSHE, Recruitment & Selection of Staff/Volunteers, Single Equality, Staff Code of Conduct, Supporting Children with Medical Needs & Whistle Blowing

Francis Askew Child Protection and Safeguarding Children Policy

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Updated January 2021 (Jennifer Donnelly) Covid 19 Annex January 2021

School Safeguarding Team

Designated Lead in School: Mrs Jennifer Donnelly (Acting Deputy Head teacher)

Designated Deputies: Michelle Heeley (Family Links Worker)

Rebecca Kingston (Senior Leader)

Governor for Safeguarding: Michael Smith (Chair)

1. Preface

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

2. Mission Statement:

Francis Askew Primary School is a dynamic learning community which welcomes all. We work in close partnership with parents and the wider community to nurture and support all our children to become healthy, independent, successful and caring citizens in a multicultural and fast-changing world.

Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self-belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

This policy is in line with the guidelines and procedures from the Hull Safeguarding Children's Board (Accessible via: <http://www.proceduresonline.com/hull/scb/>).

Aims

- To create a safe and secure environment for children
- To respond promptly to suspicions of abuse by following appropriate procedures
- To help children acquire the skills and knowledge to protect themselves

Ethos

All children have the right to be safe. This is more likely to happen if the children themselves feel that they have this right. A caring environment in which the self-esteem of the individual is actively promoted by showing respect for his/her colour, gender, race, creed, background or ability is vital for achieving this. A child's sense of his/her own value will also be increased by providing an atmosphere in which independence, self-confidence, self-expression and assertiveness are encouraged. We base our dealing with all members of our community on Restorative Practices.

3. Statement of Intent

Francis Askew Primary School recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children's social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

Francis Askew Primary School has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Francis Askew Primary School will aim to protect and safeguard children and young people by;

- Ensuring that all staff / volunteers are carefully selected, trained and supervised as per national guidance 'Keeping Children Safe in Education'.

- Having a Child Protection and Safeguarding Policy and Procedure and regularly reviewing and updating this, at least on an annual basis, in line with national and local policy developments
- Ensuring that all staff and volunteers are familiar with the Child Protection and Safeguarding Policy and Procedure as per the school's Induction Process for staff and volunteers. They are expected to read and sign that they have understood the policy and are directed to the Designated Safeguarding Lead (DSL) if they have any queries.
- Ensuring that staff / volunteers attend appropriate Local Safeguarding Children Partnership (LSCP) Child Protection Training. All staff will be trained and the Chair of Governors will be offered Level 1 Safeguarding training which will be delivered by the Hull Safeguarding Procedures.
- Ensuring that Francis Askew Primary School has a Designated Safeguarding Lead and Deputies and that all staff and volunteers are aware of the named people and process of reporting concerns to them. All staff are made aware of the DSL prior to their commencement at the school via staff handbook information they are given and an induction meeting takes place on the first day in school.
- Ensuring that the Safeguarding Team attends Safeguarding training and keep their Safeguarding knowledge up-to-date by attending relevant training. New/up-to-date information will be disseminated to staff via the weekly staff meetings and Senior Leadership Meetings (SLT).
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this by ensuring that staff/volunteers adhere to the Professional Code of Conduct and refer to the Child Protection and Safeguarding Policy and Procedure.
- Ensuring that the Child Protection and Safeguarding Policy and procedures are disseminated to parents. The Child Protection and Safeguarding Policy is on the school website – this is kept up-to-date. A hard copy of the Policy is also available on request to any parents who wish to have it.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about.
- Giving children, young people, parents and carers information about what Francis Askew Primary School does and what you can expect, via the school website, regular newsletters, Parentmail and school notice boards.

4. National and Local Guidance

This Child Protection and Safeguarding Policy and Procedure should be read in conjunction with the Local Safeguarding Children Partnership (LSCP) Guidelines and Procedures (accessible via: <http://www.proceduresonline.com/hull/scb/>).

Everyone who works with children - including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers - has a responsibility for keeping them safe. (Working Together to Safeguard Children, 2018)

The following national guidance should also be referred to:

- Working Together to Safeguard Children (HM Government 2018)
- Keeping Children Safe in Education (HM Government 2019)
- The Children Act (1989)
- The Children Act (2004).
- Information Sharing: Guidance for practitioners and managers. HM Government (2015)
- What To Do If You're Worried A Child Is Being Abused (DfE:2015)
- Safe Working Practice for Adults who Work with Children (2015)

4a. Signposting – School Specific Policies– please refer to the following related documents.

- Health & Safety Policy, Risk Assessments
- Medical Needs Policy
- Recruitment & Selection of Staff / Volunteers information
- Visitors to School Policy
- Volunteers Policy

- Attendance policy
- Complaints & Disciplinary Policy
- Professional Code of Conduct
- Inclusion Policy, Accessibility Plan and Disability Equality Scheme
- Staff Induction Policy including the Confidentiality Agreement and Acceptable Internet Use Policy
- Anti-bullying Policy
- E-safety Policy
- Behaviour policy
- Whistle Blowing policy

5. Safeguarding & Promoting Welfare & Child Protection

5.1 Safeguarding and promoting the welfare of children are defined as:

- protecting children from maltreatment.
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

5.2 Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Anyone who has not yet reached their 18th birthday- The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

Early Help

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

5.3 Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.

5.4 Significant Harm

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

6. Who Abuses Children?

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

7. What is Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Child refers to anyone under the age of 18. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

- **PHYSICAL ABUSE:**
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **EMOTIONAL ABUSE:**
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **SEXUAL ABUSE:**
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
- **NEGLECT:**
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - provide adequate food, clothing and shelter (including exclusion from home or abandonment);
 - protect a child from physical and emotional harm or danger;
 - ensure adequate supervision (including the use of inadequate care-givers); or
 - ensure access to appropriate medical care or treatment.

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

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff / volunteers / child protection co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Partnership, Guidelines and Procedures.(See Annex A taken from KCSiE Sept 2019)

8. Recognition of harm

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

- a) Information given by the child, his/her friends, a family member or close associate.
- b) The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.

- c) An injury which arouses suspicion because;
- It does not make sense when compared with the explanation given.
 - The explanations differ depending on who is giving them (e.g., differing explanations from the parent / carer and child).
 - The child appears anxious and evasive when asked about the injury.
- d) Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
- e) Contact with individuals who pose a 'risk to children'. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1989 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.
- f) **Substance misuse** – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
- g) **Mental Health** – Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic abuse or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of a parental mental illness and the child's ability to cope with it is related to age, gender and individual personality.
- h) **Domestic Abuse (changed from violence 2020)** – The Home Office (2009) defines domestic abuse as 'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality' Domestic abuse affects both adults and children in the family. Children and young people can suffer directly and indirectly if they live in a household where there is domestic abuse. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home. Domestic abuse has an impact in a number of ways:
- It can pose a threat to the physical well-being of an unborn child, if a mother is kicked or punched.
 - Children may suffer injuries as a result of being caught up in violent episodes.
 - Children become distressed by witnessing the physical and emotional suffering of a parent.
 - The physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children.
 - The impact of domestic abuse is exacerbated when the violence is combined with problematic alcohol or drug use.
 - People working with children should also be alert to the frequent inter-relationship between domestic violence and the abuse and neglect of children.

Francis Askew is a partner with **Operation Encompass**. This is a partnership with the police and the Local Authority. In cases of suspected domestic abuse in the home, where children reside and the police have been called, the children's school is informed. This ensures that the school is able to support the child/ren immediately and is able to understand why the child may be feeling the way they are. This also enables the school to support the family

- i) **Bullying** – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g., hitting, kicking, theft), verbal (e.g., racist or homophobic remarks, threats, name calling) and emotional (e.g., isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, e.g., text or social network sites, and is commonly known as cyberbullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.
- j) **Female Genital Mutilation** - This is against the law yet for some communities it is considered a religious act and cultural requirement. Therefore, if it is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of having this procedure, the school have a duty to inform either the police or Children's Social Care. Similarly if staff become aware that this procedure has been carried out, following a direct disclosure for a young person, then there is a legal duty to inform the police, as soon as possible under the Serious Crime Act 2015.
- k) **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. The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care Early Help and Safeguarding Hub (EHaSH).

Significant indicators:

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

Refer to HSCB guidance for practitioners

- l) **Radicalisation and Extremist behaviour** – At Francis Askew Primary, we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people to learn and explore the values of different faiths in cultures. Where a member of staff has concerns regarding radicalism or extremist behaviour, they must inform the DSL who will refer the concern to either EHaSH or Humberside Police. Channel is a voluntary programme which focuses on early support for people who are vulnerable to being drawn into terrorism. All staff are aware of the Channel support through their Prevent training.
- m) **Honour Based Abuse (HBA)**
 Honour Based Abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or culture. Staff need to be aware of breast ironing, FGM and forced marriage and other issues as part of cultural and traditional beliefs. At Francis Askew Primary we take HBA crime very seriously

and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm.

n) **Forced Marriages**

A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. If concerns are brought to the attention of staff at Francis Askew Primary, they will be reported immediately to the appropriate authorities.

o) **SEND**

We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children.

We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statistically more likely to be targeted due to difficulties they may face in communicating what is happening to them. Therefore, we ensure that SEND children are responded to carefully when they have, or show, signs of concern.

We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

p) **Children Missing from Education (CME)**

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

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

(Ref: Attendance policy and Local Authority CME protocols)

q) **County Lines**

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

At Francis Askew Primary we will treat any child who is criminally exploited as a victim first and refer to Children's Social Care and/or Humberside Police immediately.

Indicators that a child may be at risk of criminal exploitation

- Increase in 'Missing Episodes' – particular key as children can be missing for days and drug run in other counties
- Having unexplained amounts of money, new high cost items and multiple mobile phones
- Increased social media and phone/text use, almost always secretly
- Having injuries that are unexplained and unwilling to be looked at
- Increase in aggression, violence and fighting
- Carrying weapons
- Travel receipts that are unexplained
- Parents concerns and significant changes in behavior

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

Francis Askew primary School believes that abuse is abuse and it will never be tolerated, dismissed or minimised.

Occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of peer on peer abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within out school.

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

- **Bullying**
If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural and homophobic bullying.
- **Domestic Abuse**
Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.
- **Child Sexual Exploitation (CSE)**
Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity.
- **Harmful sexual behaviour**
Involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes 'sexting'.
- **Sexual Harassment**
This is unwanted conduct of a sexual nature, which can include sexual comments, sexual "jokes" or taunting, physical behaviour or online sexual harassment.
- **Sexual Violence**
This includes rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003
- **Upskirting**, (See Annex A Keeping Children safe in Education 2019) which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- **Sexting** (also known as youth produced sexual imagery); and
- **Initiation/hazing** type violence and rituals. **Updates 2019**

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

Procedures for managing allegations of sexual harassment

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

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

Procedures for managing allegations of sexual violence

- When an allegation is made, the Designated Safeguarding Lead should be informed immediately.
- A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.
- If required, the Designated Safeguarding Lead will contact EHASH, or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and academy will follow the recommended actions. Advice should also be taken on notifying the alleged perpetrator and parents of both parties.

- The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained on CPOMS.
- Pastoral support will be offered to all affected parties.
- It may be appropriate to exclude the pupil being complained about for a period of time, according to our behaviour policy.
- Where EHASH nor the police accept the complaint, a thorough internal investigation should take place into the matter.
- In situations where the school/academy/college considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan should be monitored and a date set for a follow-up evaluation.

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

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

Sexual violence and sexual harassment between children in ... - Gov.uk

For more information please see this DFE document.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

9. Managing Disclosures of Abuse

If a child discloses abuse it is important that, as far as possible, the following basic principles are adhered to;

- Listen to what the child has to say with an open mind.
- Do not ask probing or leading questions designed to get the child to reveal more.
- Never stop a child who is freely recalling significant events.
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said.
- Do not ask children to write a statement.
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.
- **A MEMBER OF THE SAFEGUARDING TEAM MUST BE INFORMED IMMEDIATELY.**

10. Records and Record Keeping

Records should be kept;

- When there are concerns about the welfare of child
- When there is suspicion of significant harm to a child

Specific sensitive information about individual children is kept in locked conditions by the DSL and is only shared with staff who are directly involved. At Francis Askew Primary, we use an electronic form of record-keeping called CPOMS, which allows the school to store information confidentially and share information on a 'need-to-know' basis.

11. The Role of the Child Protection Co-ordinator

Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the designated Child Protection Co-ordinator.

Designated lead is Headteacher Mrs Ruth Murray. Deputy Safeguarding Leads are: Mrs Michelle Heeley and Miss Rebecca Kingston. The Safeguarding Team is responsible for:

- Monitoring and recording concerns about the well-being of a child or young person.
- Making referrals to the Local Authority Children's Services.
- Liaising with other agencies.

- Arranging training for staff / volunteers.

The DSL, after receiving a referral, will act on behalf of Francis Askew Primary School in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Protecting Vulnerable People Unit.

If the DSL is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

The DSL may share limited information on a need to know basis amongst the staff / management but respecting the need for confidentiality.

It is not the role of the DSL to undertake an investigation into the concerns or allegation of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to EHaSH, or Locality POD if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

12. Seeking Consent for a Referral

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

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

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

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

13. Reporting Concerns or Allegations of Abuse

A member of staff or volunteer must report any concerns or allegation of harm immediately to the DSL. In the absence of the DSL the matter should be reported to the person identified as their deputy. In the event of neither of these individuals being available the matter should be reported through the line management. In the unlikely event of management not being available the matter should be reported directly to the appropriate Local Authority Child Care Team or Police Protecting Vulnerable People Unit.. In the case of it being out of hours the Immediate Help Team should be contacted (*See Contact details in Section 23*).

14. Making a Referral

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

Hull - To Children's Social Care (448879) – EHaSH Team or Police Protecting Vulnerable People Unit

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

Out of Hours – To the relevant Emergency Duty Team

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

The DSL should make the referral as appropriate. The referrer should be prepared, where possible, to give the following information;

- The nature of your concerns / allegation.
- Whether the child will need immediate action to ensure their safety.
- Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
- Factual information about the child and family, including other siblings.
- The nature of your involvement with the family.
- Other professionals involved with the family.
- The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?
- Child's current whereabouts and when they were last seen
- If you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

15. Role of the Governing Body

The Designated Safeguarding Governor at Francis Askew Primary is Mr. M. Smith. However, the whole Governing Body will ensure the school:

- Has a Child Protection and Safeguarding Policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request
- Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children
- Keeps and maintains a Single Central Record of all staff checks (including students on placement, and supply staff)
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE and Hull Safeguarding Children Partnership
- Has a member of the Governing Body with the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head
- The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.
-

16. Allegations against staff members / volunteers

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

In the case that the concern or allegation relates to the Headteacher, the Deputy DSL or a member of the school leadership team will contact the Chair of Governors. The Chair of Governors will report the matter to the LADO.

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

An allegation is defined as where it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Responding to a complaint or an allegation

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

- Treat the matter seriously,
- Avoid asking leading questions and keep an open mind,
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,
- Make a written record of the information using the words a child has said (verbatim)
 - Include full name of the complainant and who the allegation is against
 - When the alleged incident took place (time and date)
 - Who was present (witnesses)
 - What was said to have happened,
- Sign and print full name and include the time and date on the written record by all adults present during any investigation with the complainant
- Report the matter immediately to the Local Authority Designated Officer directly.

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

Francis Askew Primary School adheres to the DfE guidance Keeping Children Safe in Education.

Education Act 2011 - Reporting Restrictions

Under the Education Act 2011, it is a criminal offence to publish material that may lead to the identification of the teacher who is subject to an allegation before they are charged. This legislation applies to all stakeholders and parents/carers, and includes any form of disclosure which is addressed to the public at large or any section of the public ie social networking sites, speaking to the press, playground or staff room gossip etc..

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

17. Seeking Medical Attention

If a child has a physical injury and there are concerns about abuse;

- If Emergency medical attention is required then this should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority Children's Social Care.

18. Staff & Volunteer Self Protection

Adherence to guidelines on self-protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made. The following guidelines are not exhaustive, and the school's Professional Code of Conduct and Behaviour Policy should be adhered to:

- Avoid situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child or adult, accidental or not, ensure that it is recorded and witnessed by another adult following the schools accident policy. Any recorded accidents will be entered onto the Accident Reporting spreadsheet on a weekly basis.
- Keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection and Safeguarding Policy.
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the DSL.

19. Code of Conduct

Staff / Volunteers / children should always;

- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures.

- Provide an opportunity and environment for children to talk to others about concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.
- Risk assess situations and activities to ensure all potential dangers have been identified.
- Treat everyone with dignity and respect.

Staff / volunteers / children should not;

- Permit or accept abusive or discriminatory behaviour.
- Engage in inappropriate behaviour or contact both inside and outside of school.
- Use inappropriate or insulting language.
- Show favouritism to anyone.
- Undermine or criticise others.
- Give personal money.
- Use social networks for personal communication with children and young people for whom they are responsible.

Mobile phones and cameras:

Staff must not use mobile phones in rooms where children are present, including those where children are cared for. It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

20. Recruitment & Selection

It is important when recruiting paid staff and volunteers to adhere to Francis Askew Primary School recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.

Francis Askew Primary School adheres to the national guidance *Keeping Children Safe in Education*. We ensure that:

- All paid staff and volunteers with unsupervised access to children and young people or sensitive information relating to children will be required to undertake an enhanced Disclosure and Barring Service (DBS) check and Children's Barred List check.
- Staff and volunteers working directly with children or with access to sensitive information will be required to complete Accredited Child Protection Training. Their training will be reviewed in supervision.
- All staff and volunteers will be required to read the Child Protection and Safeguarding Policy and sign to say they understand the policy. As the Child Protection and Safeguarding Policy is updated, the DSL brief staff on the changes.
- All staff and volunteers to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- The potential staff member or volunteer will be interviewed for their suitability for the post by the Head teacher.
- Non-teaching staff and volunteers will be subject to a probationary period 6 months during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs
- Staff and volunteers will have a period of induction where they will complete any induction training and access internal policies.

Childcare Disqualification Requirements 2009

Francis Askew Primary School adheres to the DfE guidance 'Keeping Children Safe' document, detailing the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. Francis Askew Primary School will not continue to employ an individual who is disqualified, in connection with early or later years childcare provision, nor will a

disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted which covers the role that they wish to undertake. However, this does not imply that individuals are prevented from working in a school in any other setting.

Disclosure and Barring Service

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

21. Induction

When new staff join Francis Askew Primary School, they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's Child Protection and Safeguarding Policy and are introduced to the Designated Safeguarding Lead.

Every new member of staff will have an induction pack that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the DSL. All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

Whistle Blowing

Staff or volunteers must report to a senior member of staff any behaviour or practice by a colleague which gives cause for concern in relation to safeguarding the well-being of pupils. However, if staff do not feel comfortable using internal reporting systems, this should not prevent a report being made. If this issue does occur then staff are advised to contact the NSPCC Whistle Blowing helpline tel: 0800 028 0285 or email: help@nspcc.org.uk

22. Training

The Designated Safeguarding Lead undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills the DSL undertakes refresher training at two yearly intervals.

All staff have basic child protection training that equips them to recognise and respond to child welfare concerns. The school maintains a record of child protection training, which includes teaching and non-teaching. Every staff member undertakes appropriate refresher training every year in Safeguarding, e-safety, Prevent and GDPR..

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duties to safeguard pupils and staff at our school.

24. Contacts

Hull

Children's Social Care (Local Authority)

EHaSH Team

(01482) 448879

Immediate Help Team

(01482) 788080

Child Protection Administrator

(01482) 790933

Local Authority Designated Officer

(01482) 790933

Police Public Protection Unit

(01482) 307220

Hull Safeguarding Children Partnership

(01482) 379090

East Riding of Yorkshire

Children's Social Care (Local Authority)

Call Centre	(01482) 395500
Children's Services	(01482) 396840
Emergency Duty Team	(01482) 880826
<u>Child Protection Administrator</u>	(01482) 396472
<u>East Riding Safeguarding Children Partnership</u>	(01482)396998/9
<u>Local Authority Designated Officer</u>	(01482) 396999
<u>Police Family Protection Team</u>	0845 6060222 ext 2407

Appendix A

Indicators of abuse and neglect

43. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

44. **Abuse:** a form 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 a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

45. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

Specific safeguarding issues

49. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

50. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- ‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

51. **All** staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse.

52. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).



**Hull
Safeguarding
Children's
Partnership**



Hull
City Council



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

Response to COVID-19: 5th January 2021

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

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

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

School / College Name: Francis Askew Primary School

Policy owner: Jennifer Donnelly

Date: 7.1.21

Date shared with staff: 8.1.21

Context

From 5th January 2021 parents and carers were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

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

This annex of the Francis Askew Child Protection Policy contains details of our individual safeguarding arrangements in the following areas:

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Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Jennifer Donnelly	07904848357	jdonnelly@francisaskewprimary.org
Deputy Designated Safeguarding Leads	Michelle Heeley	07984763476	mheeley@francisaskewprimary.org
	Rebecca Kingston	07516682970	rkingston@francisaskewprimary.org
Headteacher	Laura Martin		
Trust Safeguarding Manager	Andrew Dulson	07969270987	adulson@theconstellationtrust.org.uk
Chair of Governors	Michael Smith	01482 509627	chair@francisaskewprimary.org
Safeguarding Governor / Trustee	Michael Smith	01482 509627	chair@francisaskewprimary.org

Vulnerable children

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

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

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

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

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

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 Francis Askew Primary School will explore the reasons for this directly with the parent.

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

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

Attendance monitoring

All schools in Hull are required to complete a daily attendance return in which they are required to submit a daily spreadsheet of pupil attendance which should be submitted to Covided@hullcc.gov.uk by 2pm each day.

Children attending setting and children not attending school should be recorded in accordance with government coding guidance as outlined by the DFE.

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

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Francis Askew Primary School will notify any services involved with the child and family such as an early help worker or allocated social worker.

Designated Safeguarding Lead

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

The Designated Safeguarding Lead is: Jennifer Donnelly

The Deputy Designated Safeguarding Leads are: Michelle Heeley and Rebecca Kingston.

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

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

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

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

Reporting a concern

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

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

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

Safeguarding Training and induction

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

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

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

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

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

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

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

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

Safer recruitment/volunteers and movement of staff

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

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

Whilst acknowledging the challenge of the pandemic, 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.

Francis Askew Primary School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Francis Askew Primary School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per guidance within KCSIE 2020 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

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, Francis Askew Primary School will continue to keep the single central record (SCR).

Online safety in schools and colleges

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

Children and online safety away from school and college

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

Online teaching should follow the same principles as set out in the school /college code of conduct.

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

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

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

Supporting children not in school

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

Where there are identified children who access wider service involvement from agencies such as early help or children's social care, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

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

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

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

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

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

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

Supporting children in school

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

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

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

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

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

Peer on Peer Abuse

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

Where a school receives a report of peer on peer abuse, they will follow the principles as set out within Keeping Children Safe in Education 2020 and of those outlined within of the Child Protection Policy.

The Francis Askew Primary School staff will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

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

