



Nene
Education
Trust

Child Protection and Safeguarding Policy

(including Covid 19 appendix)

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1. INTRODUCTION

This policy is in response to:

- 1) Sections 157 and 175 of the Education Act 2002, implemented June 2004
- 2) 'Keeping Children Safe in Education' issued by the DfE in September 2020.

It is in line with the Northamptonshire Safeguarding Children Board Child Protection Procedures and DfE guidance.

This policy applies to all adults, including volunteers, working in or on behalf of the Nene Education Trust or its partner academies.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

This policy should be read in conjunction with the Code of Conduct for all Adults of the Nene Education Trust and all the appropriate academy Safeguarding and Child Protection and associated policies to give a specific, local context.

2. THE NENE EDUCATION TRUST COMMITMENT

The Trust is committed to safeguarding and promoting the welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs or Disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; whilst at our academies, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our students.

3. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

3.1 Safer Recruitment and Selection

The Nene Education Trust pays full regard to DfE guidance 'Keeping Children Safe in Education' 2020. We ensure that all appropriate measures are applied in relation to everyone who works in a Trust Academy who is likely to be perceived by the students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice has been fully encompassed in the Trust's Recruitment and Selection Policy and its procedures. Safer recruitment practice includes scrutinising applications, verifying identity and qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking rigorous selection procedures and Disclosure and Barring Service (DBS) and other checks.

Recruitment practices in place are:

- An Enhanced DBS with Barred list check is obtained for all new appointments to the Trust workforce (all Governors are also required to undertake an Enhanced DBS check which includes S128 check for Board Trustees and Members);
- Disqualification checks undertaken for staff who are employed in relevant positions;
- Teacher Services checks are undertaken for all relevant staff, including QTS verification;
- ID and right to work in the UK is verified prior to appointment;
- Two references are taken for all appointments;
- An Enhanced DBS is obtained for volunteers following a risk assessment considering the frequency, regularity, duration and nature of contact with children and young people;
- The Trust ensures that any contracted staff are DBS checked where appropriate;
- Each Academy maintains a Single Central Record detailing the range of checks carried out on their staff, volunteers, governors and regular visitors;
- All new appointments to the Trust workforce are subject to identity, criminal conviction disclosure, health and rights to work in the UK checks prior to interview;
- The Trust satisfies itself that the same level of stringent checks have been undertaken on any supply staff.

In each Academy the Principal, Senior Leadership Team and the named safeguarding governor have successfully undertaken the approved Safer Recruitment Training. At least one member of every interview or appointment panel has successfully completed this training.

Further details of the checks undertaken are outlined in the Trust's Recruitment and Selection Procedure and Contractor Information.

3.2 Safe Practice

Each Academy has undertaken Child Safeguarding training for all staff and updates this training at least annually to ensure that staff are safe and aware of

behaviours which should be avoided. In addition the Code of Conduct for all Adults of the Nene Education Trust outlines acceptable and unacceptable behaviour towards children and young people.

Safe working practice ensures that students are safe and that all staff:

- Are responsible for their own action and behaviours and know how to avoid any conduct which could lead any reasonable person to question their motivation or intentions;
- Work in an open and transparent way;
- Discuss and/or take advice from the Academy management over any incident which may give rise to concern;
- Record any incidents or decisions made in relation to a child or young person with due regard to the appropriate academy's Safeguarding and Child Protection policy;
- Apply the same professional standards regardless of gender or sexuality;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3.3 Sharing Safeguarding Information with Students

The Trust is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of the Academy, their right to be listened to and heard and what steps can be taken to protect them from harm. Life lesson materials are used to help students learn how to keep safe.

Information is made available to students, including NSPCC and Childline. Each Academy will have its own arrangements for consulting with and listening to students e.g. Mentor Groups, peer support and mentoring schemes, teaching and associate staff, Student Voice.

3.4 Partnership with Parents

The Trust shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted. Information both at Trust and individual Academy level is provided on the appropriate Academy websites, communication with parents/carers and via the school office.

We are committed to working positively, open and honestly with parents/carers. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so to protect a child. Each Academy will share with parents/carers any concerns we may have about their child unless to do so may place the child at risk of harm.

Nene Education Trust follow Northamptonshire Safeguarding Children Board procedures when dealing with any matters of a child protection nature. The Academy will endeavour to discuss all concerns with parents/carers about their child/ren.

However, there may be exceptional circumstances when an Academy will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with NSCB Child Protection Procedures). The Academy will, of course, always aim to maintain a positive relationship with all parents/carers. The Trust's Child Protection and Safeguarding Policy is available to all parents/carers upon request.

3.5 Partnerships with Others

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

The Trust recognises that it is essential to establish positive and effective working relationships with other agencies. These include the Local Authority, Social Care, Barnardo's, Police, Health, Childline, NSPCC, Surestart etc. **Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

3.6 School Training and Staff Induction

Each Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Leads with responsibility for child protection undertake higher level child protection and safeguarding training on a 3 yearly basis.

Each Academy Principal and all other staff, including associate staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is updated at every 12 months.

All staff (including temporary staff and volunteers) are provided with a written child Safeguarding Induction prior to taking up appointment and are provided with a copy of this and other relevant policies during Induction.

All staff will be made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

3.7 Support, Advice and Guidance for Staff

Staff will be supported by the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads with responsibility for child protection, who will provide guidance and training where appropriate. They will be supported by the Academy Principal and through the Trust.

Advice and support is always available from the Local Authority's early Intervention Team, the Multi Agency Safeguarding Hub and further advice is available from the Police.

3.8 On-line Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The Trust has website filtering and monitoring software on all computers and devices available in its academies.

As part of a broad and balanced curriculum, the Trust offers a curriculum which covers the need for safeguarding, including online.

3.9 Related Trust Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse etc. There may also be other safeguarding issues that are specific to the local area of population.

Other related Trust Policies and Protocols that should be referred to include:

Health and Safety Policy

Anti-Bullying Policy

E-Safety Policy

Recruitment Procedure

Staff Code of Conduct

Whistleblowing Procedure

Alcohol Tobacco and Drug Policy

Educational Visits Policy

Equal Opportunities Policy

Work Placement/Experience Policy

Supporting Students with Medical Conditions Policy

SEND and Inclusion Policy

3.10 Student Information

In order to keep children safe and provide appropriate care for them each Academy requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child;
- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Whether the child is (or ever has been) Looked After;
- Emergency contact details;
- Details of any persons authorised to collect the child from the Academy;
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Interim or Full Care Order, Injunctions etc.);
- If the child is or has a Child Protection Plan (formerly known as being on the Child Protection Register);
- Name and contact details of any key persons from other agencies, including GP;
- Any other factors which may impact on the safety and welfare of the child.

3.11 Roles and Responsibilities

The Trust will ensure that:

- The Trust has a Child Protection and Safeguarding Policy and procedures in place that are in accordance with the Local Safeguarding Children Board guidance and locally agreed interagency procedures, and the policy is available to parents/carers upon request;
- The Trust operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The Trust has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;
- A senior member of the Academy's Leadership Team is designated to take lead responsibility for Child Protection (and a deputy);
- Staff undertake appropriate child protection training, including at least annual updates;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- Where services or activities are provided on an Academy's premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate;
- Ensure the Trust's and Academies' Child Protection and Safeguarding Policy is updated and reviewed annually and work with the Local Governing Body regarding this;
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged;
- Appropriate online filtering and monitoring is in place and is kept up to date, whilst not preventing access to online learning opportunities;
- **Should an allegation arise outside of the academy's term time and the designated safeguarding lead, deputy designated safeguarding lead and Principal are unavailable, the Trust has appointed the Trust's Lead DSL to be responsible for managing the referral process in their absence.**

Each Academy Principal will ensure that:

- The policies and procedures adopted by the Trust are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities;
- Appropriate levels of qualified staff are maintained within the Academy to ensure adequate levels of safeguarding practitioners at all times; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regarding to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistleblowing Policy.

Each of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads with responsibility for child protection will:

Referrals

- Refer cases of suspected or alleged abuse to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment;
- Liaise with the Academy Principal to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how the child protection cases operate, the conduct of a child protection case conference and be able to attend and contribute to these
- Ensure that all staff have access to and understand the Trust's Child Protection and Safeguarding Policy
- Ensure that all staff have induction training
- Circulate relevant information and guidance to staff on a regular basis
- Keep detailed and accurate secure written records and/or concerns
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the Academy
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses at least every three years.

Raising Awareness

- Ensure parents/carers are made aware of the Child Protection and Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the Academy in this to avoid conflict later;
- Ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- Where a child leaves an Academy, ensure the Child Safeguarding file is copied for the new establishment as soon as possible and is transferred to the new school separately from the main student file. If a child goes

missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Principal Education Welfare Officer at the Local Authority.

All staff and volunteers will:

- Fully comply with the Trust's policies and procedures;
- Attend appropriate training;
- Inform the Designated Safeguarding Lead of any concerns;
- Understand the process for making referrals to children's social care and for statutory assessment under the Children Act;
- Record any potential safeguarding incidents appropriately according to the appropriate Academy's Safeguarding Policy.

4. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in each Academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or Trust staff being alerted to concerns.

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as: (KCSIE 2020)

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

Working Together to Safeguard Children (July 2018) (page 5-6).

Everyone who comes into contact with children and families has a role to play. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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

The same document has previously alluded to the additional areas:

- Pupils' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.

- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Peer on peer abuse.
- Racist homophobic or transphobic abuse.
- Extremist behaviour i.e. radicalisation.
- Child sexual exploitation.
- Sexting.
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence.
- Particular issues affecting children including domestic violence, female genital mutilations, honour based violence and forced marriage.

4.1 Definitions

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

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

Abuse is 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

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

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);
- ensure access to appropriate medical care or treatment.

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

Whilst the above are the legal definitions, staff must also be aware of other forms of harm including forced marriage, radicalisation, honour based violence and female genital mutilation.

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. Staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

A **Child in Need** is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under Section 17 of the Children Act 1989.

5. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT THEIR ACADEMY AND AT HOME

It is not the responsibility of Trust staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents/carers.

5.1 Staff Will Immediately Report

- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or acts).
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- Staff should be aware that children with SEND may face additional safeguarding challenges and should ensure that any potential barriers to them reporting concerns are removed.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the designated safeguarding lead, who will inform the Police;
- Any children who they believe may benefit from early help, this includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early

identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

5.2 Responding to Disclosure

Disclosures or information may be received from students, parents/carers or other members of the public. The Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead using the appropriate electronic reporting system (MyConcern) or paper form.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that they can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of the Academy's staff.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'can you tell me what happened?' rather than 'did X hit you?'
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child that they have a responsibility to refer the information to the senior designated person.
- Reassure and support the child as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the child will be involved as appropriate.

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

Following any information raising concern, the Designated Safeguarding Lead will consider:

- Any urgent medical needs of the child.
- Making an enquiry to the Central Database (formerly the Child Protection Register)
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. Police, Children's Social Care etc.
- The child's wishes.
- Any suspicion of female genital mutilation of a girl under 18 years of age will be reported to the Police and Children's Social Care.

Then decide:

- Wherever possible, to talk to parents/carers, **unless to do so may place a child at risk of significant harm, (such as in the case of Honour Based violence)** impede any Police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children's Social Care or the Police because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

Or

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If early help is appropriate the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate and then ensure the case is kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving or is getting worse.
- If it would be appropriate to undertake a Common Assessment and/or make a referral for other services.

Referrals should ideally be made by a Designated Safeguarding Lead, however in their absence, **anyone can make a referral**, and their absence must not delay the appropriate action being taken. Where referrals are not made by the Designated Safeguarding Lead the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care will be supported by the original reported concern on a standard MyConcern format.

5.4 Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff of the appropriate academy will:

- Make regular contact with Children's Social Services
- Contribute to the Strategy Discussion and Initial Assessment meeting
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children have a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Share all reports with parents prior to the meetings
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a child Protection Conference, discuss this with the NET Lead DSL
- Where a child is having a Child Protection Plan moves from an Academy or goes missing, immediately inform the key worker in Social Services and keep a written record of this.

5.5 Recording and Monitoring Concerns

Each Academy will record:

- Information about the child: name, address, D.O.B, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the Academy, any court orders, if a child has been subject to a Child Protection Plan
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents/carers (and keep original notes)
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/reviewing

All records should be objective and include:

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

Paper copies of Child Protection File

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Academy Principal and Senior Designated Person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for the attention of the Designated Senior Person with Responsibility for Child Protection'.

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education and Inclusion Partnership team at the Local Authority.

Electronic copies of Child Protection Files

All academies are using MyConcern to record, process and store Child Protection Files. This enables secure storage and on-line access to Child Protection files as appropriate. It allows secure transfer between academies and other educational and support providers who also use this software. This software will roll-out across the academies and remove the need for paper copies of Child Protection files.

For historic cases the Academy will retain all original copies of child protection files until the child's 25th birthday.

All current (live) child protection and safeguarding files will not be copied but the originals will be sent to the next school or Local Authority.

Note: NCC directive is that no archived files are destroyed until further notice (July 2017 Briefing)

Each Academy will monitor:

- Injuries/marks
- Attendance
- Changes e.g. mood/academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements and comments
- Medicals
- Stories, 'news', drawings
- Response to PE/sport
- Family circumstances
- Parental behaviours/care of child

If a Domestic Abuse notification is received by the Designated Safeguarding Lead this will be recorded for our information using our recording platform 'My Concern', and school will continue to support the family if requested.

5.6 Supporting the Child and Partnership with Parents/Carers

- The Trust recognises that the child's welfare is paramount, however, good child protection practice and outcomes rely on a positive, open and honest working partnership with parents/carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide secure, caring, supportive and protective relationships for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Senior Person will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the child.

5.7 Allegations regarding Person(s) working in or on behalf of the Trust (including supply teachers and volunteers)

We are aware of the possibility of allegations being made against members of staff or volunteers working in or on behalf of the Trust. Allegations can be made by children and young people or other concerned adults.

If an allegation is made against any person working in or on behalf of the Trust, that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

it should be brought to the immediate attention of the Academy Principal. In the case of an allegation being made against the Academy Principal it should be brought to the immediate attention of the Chief Executive Officer (CEO). Where an allegation is being made against the CEO, it should be brought to the immediate attention of the Chair of the Trust Board.

Where a staff member feels unable to raise an issue with their Principal, CEO, Chair, or designated safeguarding lead or feels that their genuine concerns are not being addressed, they should refer to the Trust's Whistleblowing Policy.

The Trust has a Policy Statement on Managing Allegations against staff and volunteers that follow the DfE Statutory Guidance Keeping Children Safe in Education 2020 Part four: Allegations of abuse made against teachers and other staff.

Whilst we acknowledge that such allegations (as all others) may be false, malicious or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures. The Academy Principal/CEO will comply with the Trust's Policy Statement on Managing Allegations against staff and volunteers and statutory guidance.

Dependent on the allegation being made, the Academy Principal/ CEO/Chair of the Trust Board will need to:

- Discuss with the LADO at the earliest opportunity the nature of the allegations, in order to determine the most appropriate action to be taken.
- Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Act on any decision(s) made in any strategy meeting or evaluation meeting.
- Ensure that the appropriate disciplinary procedures are followed including whether to suspend a member of staff from work until the outcome of any investigation is deemed necessary, and/or liaising with any teaching supply agency where appropriate
- Advise the Disclosure and Barring Service (DBS) where a member of staff has been dismissed or removed due to safeguarding concerns. This is a legal duty and failure to report to the DBS where the criteria have been met, is a criminal offence.

Allegations against a teacher or member of staff who is no longer teaching or works at the Trust should be referred to the police. Historical allegations of abuse should also be referred to the police.

The NSPCC Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation. Call 0800 028 0285, email help@nspcc.org.uk for more information.

5.8 Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The Academy ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for Looked After Children and Designated Safeguarding Leads have details of the child's social worker, as well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan)

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children> (February 2018)

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children> (February 2018)

5.9 Work Experience

The Academy has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education. These are detailed within the Academy's Work Experience Policy.

5.10 Children staying with Host Families

The Academy may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the Academy follows the guidance in Keeping Children Safe in Education to ensure that hosting arrangements are as safe as possible, with reference to Annex E. Some overseas students may reside with host families in the UK. These parents, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with barred list check.

5.11 Peer on Peer Abuse

Sexting/bullying/sexual assaults/physical assault/upskirting/hazing or initiating child on child abuse, will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, behaviour, not dismissed as 'banter' or 'part of growing up'. These issues will be part of PSHE lessons and discussions. Victims will be supported through the Academy's pastoral system. Where necessary these concerns will be shared with outside agencies e.g Police

5.12 Child on Child Sexual Violence and Harassment

It is important that all staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way.

Sexual Violence includes:

- Rape;
- Assault by penetration;
- Sexual assault.

Sexual Harassment includes:

- Sexual comments, lewd comments, sexual remarks about clothes and appearance;
- Sexual jokes or taunting;
- Physical behaviour such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures or drawings of a sexual nature;
- Online sexual harassment.
- Upskirting - '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 under the Voyeurism (Offences) Act, which identifies any gender being a victim (see KCSIE 2020)

We will;

- never tolerate or normalise this behaviour and are very clear it is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond the academy, such as everyday sexist stereotypes and everyday sexist language. This is why a whole academy approach is important;
- Deal with any reports or disclosures in line with this policy and refer to the DSL (or Deputy).

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.
- Therefore any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCO

Children who are lesbian, gay, bi, trans or questioning (LGBTQ) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> (May 2018)

5.13 Physical Intervention and Use of Reasonable Force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. **Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored.**

Reasonable force will be used in accordance with government guidance. Safeguarding and welfare concerns will be taken into account when restraint is used on SEND students.

5.14 Alternative Provision

We will obtain written confirmation from any alternative provision that all relevant checks have been carried out as we would with our own staff. We will share any risk assessments and safeguarding issues where relevant and will regularly visit the provision and our students. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed, this is further detailed in the Trust's Alternative Provision Policy.

5.15 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) The Academy will work within the guidance from the Local Safeguarding Children Board.

5.16 Use and Storage of Digital and Photographic images

Academies may take photographs of the children attending the school and their staff working alongside them. They may use these images in both Academy prospectuses and in other printed publications that produced by the Nene Education Trust. Photographs of children are used for their learning experience and to show educational activities and achievements. Photographs will be displayed in the Academy, in newsletters, on the Academy website and on social media. They may also make video or webcam recordings for educational and/or promotional use.

Occasionally the media will take photographs or film footage of an Academy profile event. Pupils will often appear in these images.

Nene Education Trust and each of its Academies are aware that it is essential that photographs are taken and stored appropriately to safeguard the children in our care. **Therefore, children will only be featured in any digital or photographic image if parents/carers have given written permission for this.**

We take our duty of care towards our school community very seriously. It is of our utmost importance.

If you have any Safeguarding concerns regarding personal images and information being displayed, please do contact the Academy so that we can respond appropriately.

For more information and guidance relating to data please see the NET Data Protection Policy using the link below:

<https://neneeducationtrust.org.uk/documents/gdpr>

5.17 Child missing from education

There are significant child protection implications when the whereabouts of a child is not known.

If a pupil is absent, all schools have a responsibility to contact the parent or carer on the first day of absence and continue to make every effort to locate the pupil to ensure they are safe.

When the school have identified a child is not in school, the school will carry out a phone call to ascertain that the child is safe. If the parent cannot be contacted then the school will continue to make contact with the parent via phone calls, and emails where appropriate.

The Safeguarding Lead will carry out a risk assessment which may need to result in a home visit to ensure the child is safe, and to be able to support the family.

If the child has not been seen and the parents or carers have not made contact, schools must report the child as missing from education to the local authority.

6. Linked Policies and Documents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc>

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

<https://www.gov.uk/government/publications/education-for-a-connected-world>

<http://www.northamptonshirescb.org.uk/>

<https://www.nspcc.org.uk/>

The following policies can be found on the NET website by following the link (<https://neneducationtrust.org.uk/>) or on [St. Peter's CE Academy](#) website.

- NET Child Protection and Safeguarding Policy 2020-21
- Code of Conduct for All Adults
- Disciplinary Policy and Procedure for All Employees
- Recruitment and Selection policy 2018-20
- Whistleblowing policy 2018-21
- Preventing Radicalisation and Extremism Policy 2020-21



Nene
Education
Trust

**COVID-19 school closure arrangements for
Safeguarding and Child Protection at
St. Peter's CE Academy**

School Name: St. Peter's CE Academy

Date: September 2020

Date shared with staff:

1. Context

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

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

This addendum of the St. Peter's CE Academy Safeguarding and 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	Mrs Sarah Robinson	01933 622400	srobinson@stpetersschoolraunds.co.uk
Deputy Designated Safeguarding Leads	Mrs Julie Casswell	01933 622400	jcasswell@stpetersschoolraunds.co.uk
	Mr Chris Innes	01933 622400	cinnnes@stpetersschoolraunds.co.uk
	Mrs Kate Jones	01933 622400	kjones@stpetersschoolraunds.co.uk
Principal	Mrs Julie Casswell	01933 622400	jcasswell@stpetersschoolraunds.co.uk
NET Lead DSL	Stephanie Awbery	07851 259332 Safeguarding phone	sawbery@stanwickprimary.org.uk
Chair of Governors	Mrs Julie Barke		jbarke@neneeducationtrust.org.uk
Safeguarding Governor / Trustee	Mrs Julie Barke		jbarke@neneeducationtrust.org.uk

Vulnerable children

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

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

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

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy), know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

St. Peter's CE 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. The lead person for this will be: Mrs Kate Jones

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 increased 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 St. Peter's CE Academy will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, St. Peter's CE Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

St. Peter's CE Academy will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If St. Peter's CE Academy has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once as requested by the DfE.

St. Peter's CE Academy and social workers will agree with parents/carers whether children in need should be attending school – St. Peter's CE Academy will then follow up on any pupil that they were expecting to attend, who does not. St. Peter's CE Academy will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

HOW WILL THIS LOOK?

To support the above, St. Peter's CE 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, St. Peter's CE Academy will notify their social worker.

Designated Safeguarding Lead

St. Peter's CE Academy has a Designated Safeguarding Lead (DSL) and three Deputy DSLs.

The Designated Safeguarding Lead is: Mrs Sarah Robinson

The Deputy Designated Safeguarding Leads are: Mrs Julie Casswell, Mr Chris Innes and Mrs Kate Jones.

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, MyConcern, 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 St. Peter's CE Academy staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact 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 MyConcern which can be done remotely.

In the unlikely event that a member of staff cannot access their MyConcern from home, they should email the Designated Safeguarding Lead, Principal and the NET Lead DSL (Stephanie Awbery). This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should use MyConcern to report the concern to the Principal. If there is a requirement to make a notification to the Principal whilst away from school, this should be done verbally and followed up with an email to the Principal.

Concerns around the Principal should be directed to the CEO: Chris Hill.

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

Safeguarding Training and induction

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

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

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

Where new staff are recruited, or new volunteers enter St. Peter's CE Academy, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our provision, 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 previous school that the member of staff has received appropriate safeguarding training.

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

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, St. Peter's CE Academy 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 (2020) (KCSIE).

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

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

St. Peter's CE 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 179 of KCSIE.

St. Peter's CE Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 261 of KCSIE.

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, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, St. Peter's CE Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 169 in KCSIE.

Online safety in schools and colleges

St. Peter's CE Academy 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

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 NET code of conduct.

St. Peter's CE 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
- 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 specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

St. Peter's CE Academy is committed to ensuring the safety and wellbeing of all its children and young people.

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

Details of this plan must be recorded, as should a record of contact that has been made.

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

St. Peter's CE Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

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

St. Peter's CE 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/carers. Teachers at St. Peter's CE Academy need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

St. Peter's CE Academy is committed to ensuring the safety and wellbeing of all its students.

St. Peter's CE Academy will continue to be a safe space for all children to attend and flourish. The SLT on-site will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

St. Peter's CE Academy 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.

St. Peter's CE 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.

Where St. Peter's CE Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Trust.

Peer on Peer Abuse

St. Peter's CE Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

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

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

Support from the Multi-Academy Trust

The Multi-Academy Trust will provide support and guidance as appropriate to enable the DSLs to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.