



Child Protection
& Safeguarding Policy

Gentleshaw Primary Academy

This document details site specific information to support the Trust's generic policy.

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2. Version control

Date	Version	Revision	Owner
30/11/17	1.0	New format	Future Generation Trust Policy Team
25/09/18	2.0	Policy amended based upon new guidance	Future Generation Trust Policy Team
09/09/19	3.0	Policy reviewed in line with Keeping Children Safe in Education 2019	Future Generation Trust Policy Team
02/04/20	4.0	Addition of Appendix C – COVID-19 academy closure arrangements for Child Protection & Safeguarding	Future Generation Trust Policy Team

3. Introduction

‘Keeping children safe is everyone’s business’

We all have a statutory duty to “safeguard and promote the welfare of children” and to maintain a professional attitude of “it could happen here” where safeguarding is concerned.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

In cases where the Designated Safeguarding Lead is unavailable, the Designated Safeguarding Deputy should be informed.

However, if you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to either the Designated Safeguarding Lead or Deputy immediately. If you are unable to contact them, you can ask the office staff to find them and ask them to speak to you straight away about a confidential and urgent matter. See Appendix A for ‘Key Contacts’ information.

3.1. Context

The academy fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children.

Practitioners who work with children in this academy will read this policy within the framework of the following guidance:

- Keeping Children Safe in Education: Statutory Guidance 2019
- Working Together to Safeguard Children (2018) Statutory Guidance
- Staffordshire Safeguarding Children’s Board Policies and Procedures
- What to do if you’re worried a child is being abused (2015)

Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in the academy have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage.

This policy sets out how the academy’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this academy. Our policy applies to all staff; paid and unpaid, working in the academy including governors. It is consistent with Staffordshire Safeguarding Children’s Board (SSCB) procedures.

This policy will be reviewed every two years by the governing body. It is available to parents on the academy’s website.

3.2. Purpose and Aims

We are committed to developing a robust culture of vigilance.

We will follow the procedures set out by the SSCB and take account of guidance issued by the DfE:

- Safeguarding and promoting the welfare of children is everyone's responsibility.
- Protect children and young people at our academy from maltreatment.
- Prevent impairment of our children and young people's health or development.
- Ensure that children and young people at our academy grow up in circumstances consistent with the provisions of safe and effective care.
- Offering children a balanced curriculum including PHSE, RSE (Relationships and sex education), SMSC, British Values.
- Offering children and young people balanced curriculum through online activities, enabling them to enhance their skills and knowledge whilst understanding the risks.
- No single professional can have the full picture of a child's needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action.
- Undertake the role so as to enable children and young people at our academy to have the best outcomes.

3.3. Ethos

The child's welfare is of paramount importance; we are a child centred academy.

When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our academy culture of prevention, protection and support.

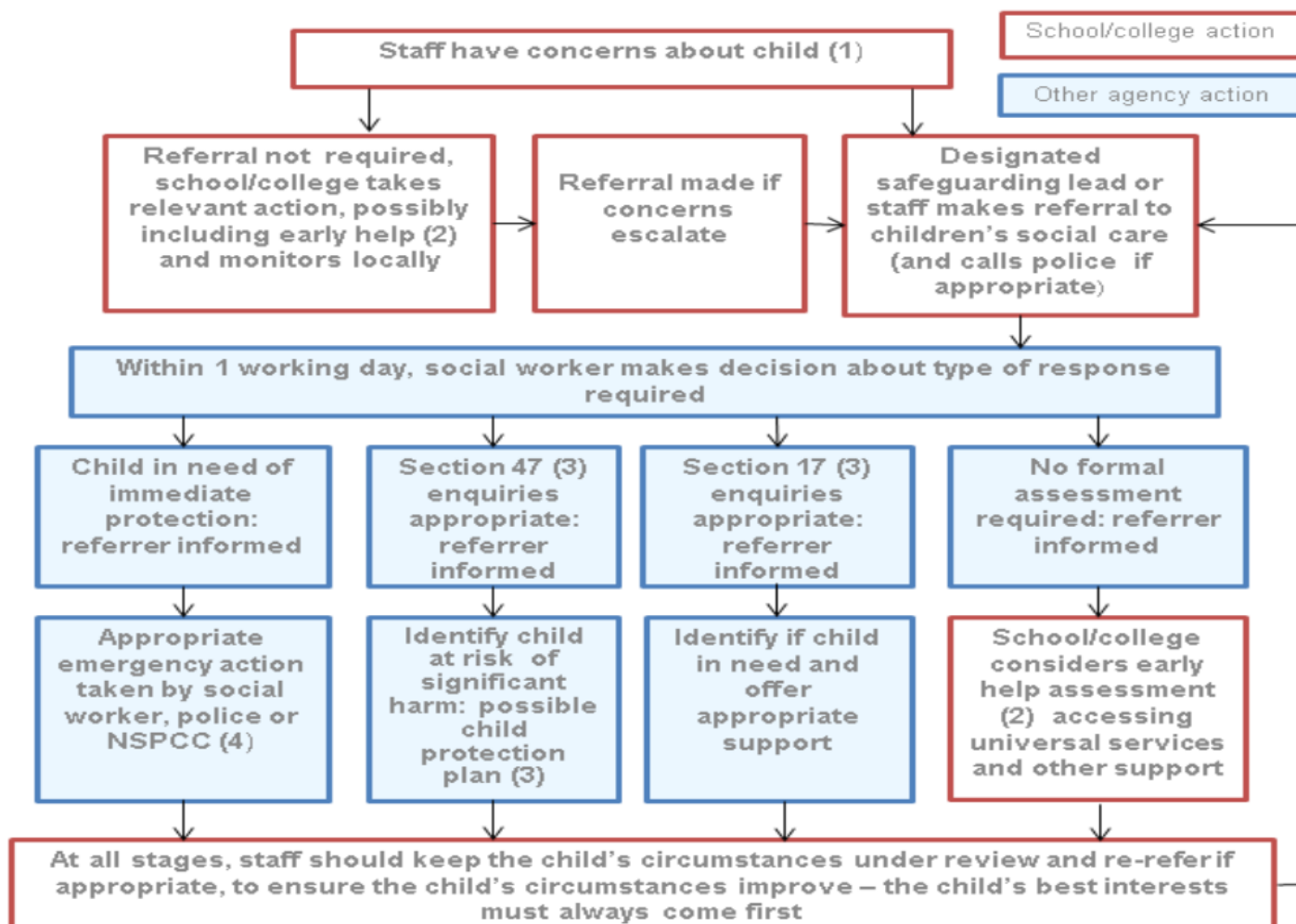
The academy will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our academy are encouraged to talk freely with any staff member at our academy. We follow the guidance, '*What to do if you are worried a child is being abused*'.¹

We are committed to raising awareness of child protection issues and equipping children with the language and skills needed to keep them safe; establishing a safe environment in which children can learn and develop within an ethos of openness is paramount.

¹ [What to do if you're worried a child is being abused.](#)

4. Procedures for Managing Concerns

Actions where there are concerns about a child



The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.²

If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe.

All concerns about a child/ young person or family should be reported without delay to the Designated Safeguarding Lead and recorded on either an electronic or paper form.

It is not the responsibility of the academy to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, will have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

² [What to do if you're worried a child is being abused.](#)

Staff members are encouraged if they have any concerns about a child they will need to have a conversation with the Designated Safeguarding Lead to agree a course of action, although **any** staff member can make a referral to Children's Social Care or Police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Staffordshire Safeguarding Children Board.

If anyone other than the Designated Safeguarding Lead makes the referral they should inform the Designated Safeguarding Lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what the next stages are. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multi-agency form is available from the SSCB website (procedure 3B): www.staffsscb.org.uk

Contact Details (dependent upon a pupil's home address)

Staffordshire

First Response 0800 1313126 firstr@staffordshire.gov.uk

(Emergency out of hours) 0845 6042886 eds.team.manager@staffordshire.gov.uk

Walsall equivalent:

Multi Agency Screening Team (MAST) 01922 658170

(Emergency out of hours) 01922 653555

Wolverhampton equivalent:

Duty and Assessment Team based at Wolverhampton Civic Centre: 01902 555392

(Emergency out of hours) 01902 552999

dutyandassessment@wolverhampton.gov.uk

5. Guidance on responding to a child disclosing abuse

The following list should be used as advice for teachers in the event that a child discloses information relating to abuse that they may be suffering to them:

- **Stay calm.**
- **Listen carefully** to what is said.
- **Do not promise to keep secrets** –find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others.
- **Allow the child to continue at her/his own pace.**
- **Only ask questions for clarification purposes** –at all times avoid asking questions that suggest a particular answer.
- **Reassure** the child that they have done the right thing in telling you.
- **Tell them what you will do next** and with whom the information will be shared.

- **Promptly record in writing what was said** using the child's own words as soon as possible –note date, time, any names mentioned and to whom the information was given and ensure that the record is signed and dated.

In the case that a child or adult discloses any information regarding abuse that they may have suffered, the information should be passed onto the academy's Designated Safeguarding Lead. If the Designated Safeguarding Lead is not available, any urgent concerns should be passed on to the relevant social services authority or the Police.

You should **NEVER**:

- take photographs of injuries;
- examine marks/ injuries solely to assess whether they may have been caused by abuse (however, there may be a need to give appropriate first aid).

6. Thresholds of Support

6.1. Early Help: Early Help Assessment

Practitioners should complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or development progress is being met.
- The support of more than one additional agency is needed to meet the child or young person's needs.
- Child/ren do not meet safeguarding of SSCB threshold yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

All staff are aware of how to seek advice³. Staff should discuss children who appear to have additional needs with the EHA Lead, the child and parents. The academy will need to obtain parental/pupil consent for an EHA to be completed. The Family Liaison Officer may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). The academy will inform the LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family.

6.2. Child in Need (Section 17)

A 'Child in Need' (CIN) referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

³ [Staffordshire Getting Help Early](#)

- Where prevention strategies have been designed and monitored without desired outcomes being met.

If the Designated Safeguarding Lead considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team (see page 8) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.

Appropriate academy staff should be invited to participate in Child in Need (CIN) meetings convened by children's social care when children are deemed to require section 17 services.

6.3. Child Protection (Section 47) & Child Protection Conferences

If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989. Detailed information on statutory assessments can be found in Chapter 1 of *Working Together to Safeguard Children*.⁴

Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

Designated Safeguarding Lead/Staff members may be asked to attend a child protection conference or core group meetings on behalf of the academy in respect of individual children. In any event, the person attending will require to have as much relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The representative attending must contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for a child protection plan.

All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Families First Service. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at the academy. In order to complete such reports, all relevant information will be sought from staff working with the child in academy through the Designated Safeguarding Lead.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Families First Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

⁴ [Staffordshire Managing-Individual-Cases](#) (section 3E)

7. Types and Signs of Abuse

As an academy we are 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.⁵

The academy recognises the importance of considering wider environmental factors (contextual safeguarding) that may be a threat to their safety and/or welfare.

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

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.

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 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.

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: 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

⁵ [Promoting the welfare of children](#) (section H)

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

8. Keeping Children Safe in Education (2019) Specific Safeguarding Issues

All staff in our academy have an awareness of safeguarding issues- some of which are explained below. Staff should be aware that behaviours linked to the likes of drug-taking, alcohol abuse, truancy and sexting put children in danger.

All our staff are aware there is an expectation to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. (Disqualification under the Childcare Act 2006).

8.1. Peer on Peer Abuse

All staff are aware of safeguarding issues that 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.

Abuse is not always due to the actions of adults. Sometimes children abuse other children. Emotional abuse may involve serious bullying, including isolating a particular child, derogatory name calling and / or making threats, and may include online bullying through social networks, online games or mobile phones. Bullying behaviour can include physical assault. Children may also sexually abuse and exploit other children.

Our academy works with children, parents and staff to create to an ethos of mutual respect and will robustly address concerns that children are suffering abuse due to the behaviour of other pupils. Pupils are encouraged to talk to staff if they have worries and concerns. Similarly, parents and carers are also encouraged to talk to staff if they have concerns, and should refer the matter to the DSLs in the setting if they feel that the matter is not being addressed or the situation is not improving. This academy will follow our Behaviour and Anti-Bullying Policy when this is appropriate to the circumstances should sanctions be necessary.

If the concerns are in respect to an allegation of a criminal nature, the academy may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault, sexting. In regards to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children's social care. In order to protect all children at the academy, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict movement of the child in our setting, or restrict activities.

If there are concerns that a child attending this academy may have been seriously harmed, or at risk, due to the actions of children within the community, but not attending the academy, we will share information appropriately with other agencies to safeguard and promote their welfare.

8.2. Child Sexual Exploitation (CSE)

Sexual exploitation of children involves situations where young people receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money or in some cases simply affection) as a result of them engaging in sexual activities. Child sexual exploitation can occur through the use

of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. This academy recognises that pupils may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to the DSL. All staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure (4H) and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

This academy believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

8.3. Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

8.4. Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform Staffordshire Children's Social Care of a private fostering arrangement by contacting First Response who then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

*(Promoting the Welfare & Safety of Children in Specific Circumstances - Section 4E * Children Act 1989 – Private Fostering)*

8.5. Honour Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and treated as such. If in any doubt staff should speak to the Designated Safeguarding Lead.

8.6. Female Genital Mutilation (FGM) and Forced Marriage

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

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- Our academy is an 'open environment', where pupils feel able to discuss issues that they may be facing;
- The Designated Safeguarding Lead has a good understanding of the issues surrounding FGM and Forced Marriage and accesses relevant training;
- Advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit;
- Awareness raising about FGM is incorporated in the academy's safeguarding training so that all staff and volunteers are able to identify indicators.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- To personally report to the police, after informing the Designated Safeguarding Lead, if they discover that FGM appears to have been carried out on a girl under the age of 18, even if it is against the pupil's wishes.
- Not to consult or discuss with the pupil's parents or family, or others within the community.

8.7. Children missing education (CME)

We will ensure that appropriate safeguarding responses are in place for children who are absent from the academy or who go missing from education.

The Local Authority will be informed of any pupil who:

- Has been absent for 10 continuous days and who the academy has not been able to make contact with via telephone or personal visit to clarify/validate their absence.
- Has left the academy without providing details of a new school placement.

Attendance is monitored closely by the Family Liaison Officer and parents are contacted where concerns arise. Action Plans are initiated when appropriate.

The academy policy is to have at least 2 emergency contacts for each pupil.

8.8. Serious Violence

Through training staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with serious violent crime. These indicators include, but are not limited to, the following:

- Increased Absence
- A change in Friendships
- New relationships with older individuals or groups
- Significant decline in academic performance
- Signs of self harm
- Significant change in well being
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious crime. The risk factors include, but are not limited to, the following:

- A history of offences
- Substance abuse
- Anti social behaviour
- Truancy

Staff members who suspect a pupil may be vulnerable to or involved in, serious violent crime will immediately report their concerns to the DSL.

9. Preventing Radicalisation

The Internet and use of social media has become a major factor in the radicalisation of young people. As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the academy and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

We also have a duty under the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent Duty'). Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Anti-Bullying Policy for pupils or the staff code of conduct. We will share information with the First Response Team and/ or the Staffordshire police Prevent team when appropriate. Concerns may result in a referral to Staffordshire's Channel Programme in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

All staff receive awareness raising and training in regard to preventing extremism and radicalisation.

10. E-Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc. place an additional risk on our children. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this academy.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

The Academy utilises the curriculum (particularly PSHE, and SRE - Sex and Relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators and behaviours that present risks of being drawn into sexual exploitation, or being subjected to abuse, and know how to access help.

Further, in order to help protect our pupils:

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.

- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the academy's Designated Safeguarding Lead should be informed immediately)
- Pupils should not give out their personal details, phone numbers, their school name, home address, computer passwords etc.
- Pupils should adhere to the academy policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Storage of Mobile Phone, Images of children (Early Years Framework 2014)

Images taken on iPads for EY learning journeys are only to be taken in indoor classrooms and the outdoor areas (i.e. where another staff member is in the vicinity).

It is acceptable for staff to use mobile phones to upload messages to Twitter, relating to academy activities. Staff must then remove the images as soon as the message is live.

On academy visits, no photographs should be taken when children are wearing their night attire.

Please refer to our academy's E-Safety Policy (including Acceptable User Agreements).

10.1. Sexting

Sexting is the sharing of sexual imagery by young people.

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for academies and other agencies when responding. It also presents a range of risks, which need careful management.

The academy adheres to guidance from the UK Council for Child Internet Safety (UKCCIS August 2016) which acknowledges the current broad usage of the term 'sexting' and introduces the phrase 'youth produced sexual imagery'. The guidance covers the following incidents:

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

The advice does not cover the sharing of sexual imagery of people under the age of 18 by adults as this constitutes child sexual abuse and requires immediate police involvement.

All incidents of youth produced sexual imagery are dealt with as safeguarding concerns. Staff must follow the safeguarding referral system if any such incident comes to their attention.

10.2. Upskirting

Upskirting involves taking a sexually intrusive picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks. Under the Voyeurism (Offences) Act 2019 it is an offence to take an upskirt photograph, video or illustration which incorporates an image made of upskirting by capturing an image of the crotch area and underwear.

Upskirting is a form of sexual harassment and a hideous invasion of privacy which leaves victims feeling degraded and distressed.

Although individual academies operate a "no mobile in school policy" it is recognised that some pupils may disregard this requirement and may take upskirting images for the sexual gratification of themselves or others or to humiliate, distress and alarm the victim.

Any suspicion of a pupil being involved in this activity should be referred to the DSL who will decide on the next steps to be taken which may include police involvement.

11. Vulnerable Children

Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions, which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

11.1. Children with Special Educational Needs and Disabilities

As an academy we are aware that the potential for children with SEND may have additional barriers when it comes to safeguarding; the academy recognises that this group can be more vulnerable to abuse and neglect. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child.

In regard to children with communication difficulties or those who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

11.2. LAC (Looked after children)

Staffordshire's Virtual Academy for Looked After Children provides a support and challenge role for academies and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments. Initiated by Care Matters, Time for Change (2007), all Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual Academy. The responsibility for

each child's education, target setting, learning and teaching remains with the academies where they are enrolled.

11.3. Children with Medical Needs (including administering medicine)⁶

Please see the *Supporting Pupils with Medical Conditions* policy for further information. The academy will administer medication in original pharmacy dispensed containers that has been prescribed to be taken 4 times daily unless a pupil is attending our academy after school facility, in which case we will administer medication that has been prescribed for 3 times a day. All medicine must be:

- clearly labelled with the child's name, date and correct dosage;
- signed in at the office by a responsible adult;
- refrigerated if necessary;
- signed for in the Medicine Book when administered by a designated First Aider.

Asthma

See Asthma guidance.⁷ There are two emergency inhalers in the academy.

The academy encourage parents to update their child's asthma record cards, which are kept in the academy office. Children are responsible for keeping their own inhaler in an accessible place in the classroom when considered appropriate; otherwise, it is kept or by the teacher.

12. Confidentiality & Information Sharing

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018). As an academy we recognise the importance of information sharing between professionals and local agencies. We follow best practice guidance.⁸

The Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As an academy we adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of children in our care.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

6

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_schools_with_medical_conditions.pdf

⁷ [Emergency-asthma-inhalers-for-use-in-schools](#)

8

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_a_dvice_safeguarding_practitioners.pdf

When children transfer to a new academy at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners. A process is in place for informing the school nurse team in these circumstances.

Records about child protection or pertaining to welfare concerns or issues, including EHA paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another academy or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the Designated Safeguarding Lead of the receiving school or college.

13. Safer Recruitment

We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2019).⁹

Our academy will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in-line with statutory requirements and risk assessed robustly. The Governing Body will check the SCR on a termly basis and record accuracy and actions to SLT and Governance.

14. Induction and Training

All staff are encouraged to read the full government guidance *'Keeping Children Safe in Education'* 2018 and have been given a copy of part one of this guidance which they must read (see pg. 3 of *'KCSIE'* 2019).

Newly appointed staff and volunteers have a robust induction into the safeguarding procedures when they join the academy. They will be made aware of the Staffordshire Safeguarding Children Board procedures (www.staffsscb.org.uk) as part of that induction programme, and be given a copy of part one of *'Keeping Children Safe in Education'* 2019, and the academy Child Protection & Safeguarding policy. Staff will also attend appropriate child protection / safeguarding training to enable staff to identify signs of possible abuse and neglect and respond in a timely and appropriate way, in accordance with the SSCB training strategy, within 3 months of joining the academy.

The DSL will retain records of all child protection and safeguarding training accessed by staff and volunteers.

The Designated Safeguarding Lead and Deputy will attend Staffordshire Safeguarding Board Courses at Level Two and above at least every 2 years and undertake Prevent awareness training

⁹ [Schools recruitment Safeguarding Children and Safer Recruitment in Education Booklet.](#)

in order to maintain continuous professional development and update as appropriately. Their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required. The DSLs will cascade relevant safeguarding information and training to staff in the academy.

As an academy we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority.

15. Safer Working Practice

The academy's staff handbook, 'This is how we do it', applies to all permanent and temporary staff. Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to this code of conduct and follow the safer working practice guidance given by this organisation. Our E-safety Policy and Behaviour and Anti-Bullying Policy includes expectations about staff behaviours including outside of the working environment, staff/pupil relationships and communications including the use of social media. Any reason for staff to be having personal, social contact with pupils at the academy must be explained to the Headteacher with the rationale and any safeguarding actions required will be recorded.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student, even when the pupil/student is over the age of consent but under 18 years of age.

Staff are advised to use the following sensible precautions when working alone with children:

- Avoid working in isolation with children unless thought has been given to safeguards.
- Work in a room where there is a glass panel in the door or leave the door open.
- Make sure that other adults visit the room occasionally.
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management).
- Do not arrange to meet pupils outside of academy hours.

Any use of physical force or restraint involving pupils will be carried out in accordance with the relevant Physical Intervention policy. If it is necessary to use physical intervention (for example to prevent the child hurting themselves or others), parents will be informed.

16. Educational Visitors to Academy

The academy will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. We follow guidance for non-regulated activities.

In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.

- Whether the individual/company has other employment or undertakes voluntary activities where references can be obtained and suitability recorded.
- Whether the role is eligible for an enhanced DBS check.
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2018.
- We have a clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the academy.

17. Managing Allegations Against Staff

The Governing body ensures there are procedures in place to manage allegations of abuse against staff members. Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our academy are safe to work with children. We will always ensure that the procedures outlined in Staffordshire Safeguarding Children’s Board Protocol: Managing Allegations of abuse Against Persons who work with Children and the role of LADO and Part 4 of ‘Keeping Children Safe in Education’, DfE (2019) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 0800 1313126.

If an allegation is made or information is received about an adult who works in our setting, which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. If it is about the proprietor of the academy then this needs to be raised with the Designated Safeguarding Lead. Should an allegation be made against the Headteacher, this will be reported to the Governing body. In the event that neither the Headteacher nor Governing Body is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 0800 1313126.

The academy has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The Designated Safeguarding Lead has a responsibility to inform the Barring service.

The Governing body ensures there is a current Whistleblowing policy and that staff have the opportunity to raise concerns. There is a culture evident in the academy to raise concerns about poor or unsafe practice. Our Whistleblowing policy is available on the academy's website.

Staff who fail to follow the academy policies and procedures for safeguarding and promoting the welfare of children may be subject to disciplinary procedures.

18. EYFS (EYFS framework)

This framework is mandatory for all early years' providers (from 1 September 2014).

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'academy readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through academy and life.

- All our staff are aware there is an expectation to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.
-
- As an academy we ensure at least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings.

Staff must be vigilant in observing any unexplained bruising, marks or signs of possible abuse or neglect.

19. Site Security

- Visitors must only enter through the main entrance and after signing in at the office will be issued with a visitor's pass. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a Senior Leadership Team member.¹⁰
- Parents, carers and grandparents attending functions have access, monitored by staff, with tickets for visitors for appropriate academy events.
- Empty classrooms should have closed windows and doors.

¹⁰ [Regulated Activity in relation to Children](#)

- Children should never be allowed to leave the academy alone during academy hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.

20. Further advice – contact information

Further advice on Safeguarding matters can also be obtained from:

Mandy Parker - Education Safeguarding Officer/LADO - 01785 278958
mandy.parker@staffordshire.gov.uk

LST Co-ordinator : Sarah Underhill – 01902 696571

Staffordshire Prevent Team
Tel: 01785 238239 or 01785 233109
Email: prevent@staffordshire.pnn.police.uk

Staffordshire County Council - Education Safeguarding Advice Service 01785 895836;
Email esas@staffordshire.gov.uk
Website [Staffordshire Education Safeguarding Advice](#)

NSPCC Whistleblowing helpline
0800 028 0285
Email: help@nspcc.org.uk

Policy adopted on: 2 April 2020

Review Date: September 2020

Signed: Stuart Ayres

Designation: CEO

21. Appendices

A Key Contacts Poster

VISITOR INFORMATION

Safeguarding and Health and Safety Guidance

Please sign in using the electronic system and wear your visitor sticker at all times.

Please use your badge ID to sign out when leaving site.

Child Protection

If you are concerned about a child's welfare, you must talk to one of the people below immediately. If you are unable to contact them you can ask the office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

Designated Safeguarding Lead & Prevent Lead:

Genevieve Parsons (Headteacher)

Designated Safeguarding Deputy:

Sharn Greensill (Deputy Headteacher)

Designated Safeguarding Officer:

Claire Pass (Family Liaison Officer)

Nominated Governor for Child Protection:

Samantha Ardin (Governor)

First Aid

An AED Defibrillator is available on site (*Insert location*). In the event of an accident, please ask a member of staff to enlist the help of a trained first aider. All accidents must be reported.

First Aiders at Work: *Clare Deuter, Jane Humphries and Alastair Chapman*

Fire Precautions

In the event of a fire alarm, please use the nearest fire exit to leave the building immediately. (See Fire Action Notice)

Assembly Point: *School Playground*

Internal Referral Form

CONFIDENTIAL

Not to be kept with curriculum records

Safeguarding: Initial Concerns Pro-forma – to be given to Designated Safeguarding Lead / Deputy

Name of child		Class	
Date of concern		Time of concern	
<u>Nature of concern</u>			

Member of staff raising concern:

<u>Action by Academy</u>



COVID-19 academy closure arrangements for Child Protection & Safeguarding at Gentleshaw Primary Academy

Date: 2 April 2020

Date shared with staff: 20 March 2020 (Verbally) – Paper Copy 3 April 2020

1. Statement of Intent

From 20 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 Future Generation Trust **Child Protection & Safeguarding Policy** contains details of our individual safeguarding arrangements in the following areas at each of our academies:

- 1. Statement of Intent**
- 2. Key Contacts**
- 3. Vulnerable children**
- 4. Attendance monitoring**
- 5. Safe and well checks – non Child Protection**
- 6. Designated Safeguarding Lead**
- 7. Reporting a concern**
- 8. Safeguarding Training and Induction**
- 9. Safer recruitment/volunteers and movement of staff**
- 10. Online safety**
- 11. Children and online safety away from school**
- 12. Supporting children not in school**
- 13. Supporting children in school**
- 14. Peer on Peer Abuse**
- 15. Key websites and information**

2. Key contacts

Headteacher & Designated Safeguarding Lead

Genevieve Parsons 01543 227420 headteacher@gentleshawprimary.academy

Deputy Headteacher & Deputy Designated Safeguarding Lead

Sharn Greensill 01543 227420 deputy@gentleshawprimary.academy

Chair of Governors

Jan Macey 01543 227420 jan.macey@futuregenerationtrust.co.uk

Safeguarding Governor

Samantha Ardin 01543 227420 samantha.ardin@stjohnsprimary.academy

Family Liaison Officer

Claire Pass 01543 227420 claire.pass@gentleshawprimary.academy

SENDCO

Rachel Wright 01543 227420 rachel.wright@futuregenerationtrust.co.uk

3. 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 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 classed as a reason for children to attend school.

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.

The DSL, D-DSL (Lead LAC teacher) and FLO (Genevieve Parsons/Sharn Greensill/Claire Pass) 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: Genevieve Parsons (DSL)

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk or special educational needs (EHCP) that mean being in school under different organisation will cause them distress. 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 Claire Pass (Family Liaison Officer) will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Claire Pass (Family Liaison Officer) or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The safeguarding team will encourage our vulnerable children and young people to attend a school, including remotely if needed. Every child and parent will have a named contact that will ensure they are supported throughout the closure.

4. 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.

Claire Pass (FLO) and social workers will agree with parents/carers of pupils on Child Protection whether children in need should be attending school –Claire Pass (FLO) will then follow up on any pupil that they were expecting to attend, who does not. This could lead to a home visit from the DSL and DDSL.

Genevieve Parsons (DSL/Headteacher) will also follow up with any parent or carer of a child of concern who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Gentleshaw Primary Academy will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Gentleshaw Primary Academy will notify their social worker.

5. Safe and well checks – non-Child Protection

(Where a disadvantaged pupil is not regularly in attendance at school)

FSM pupils will be contacted weekly by the designated teacher to check provision and how the pupil is. If this is not achieved a concern may be escalated to the DSL or DDSL.

Pupils who are under the local support team will be contacted at least weekly and if not contactable a home visit will be made. Regular contact with the LST is important to ensure the family remain supported.

All contact is to be documented by designated teachers and leads on CPOMS.

6. Designated Safeguarding Lead

Gentleshaw Primary Academy has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Genevieve Parsons

The Deputy Designated Safeguarding Lead is: Sharn Greensill

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 via a 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 academy.

It is important that all Gentleshaw Primary Academy 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.

7. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the Trust's **Child Protection & Safeguarding Policy**. Any concern should be reported via e-mail to the DSL immediately. 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 academy, they should use the **Internal Referral Form** included as Appendix B to report the concern to the headteacher.

If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Jan Macey
jan.macey@futuregenerationtrust.co.uk

8. 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 academy 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 Gentleshaw Primary Academy, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to Future Generation Trust, 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

Upon arrival, they will be given a copy of the receiving setting's **Child Protection & Safeguarding Policy**, confirmation of local processes and confirmation of DSL arrangements.

9. 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, Future Generation Trust will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

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

Where Future Generation Trust 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.

Future Generation Trust will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Future Generation Trust will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing

Misconduct.Teacher@education.gov.uk

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

10. Online safety

Where pupils are using computers in school, appropriate supervision will always be in place.

Gentleshaw Primary Academy will continue to provide a safe environment, including online. This includes the use of an online filtering systems. Staff will use safe platforms to direct pupils in their home learning (such as Facebook learning groups, TT rock stars..)

ALL staff will ensure that when posting on Facebook for learning purposes, posts only go within the closed group (..... Home Learning) and not on the main page. All chat with pupils must be visible on the group page.

The members of staff with responsibility for E-safety will ensure that the webpages for Gentleshaw Primary Academy are accessible and suitable for pupil use. They will investigate with the support of the DSL different methods of support and teaching including use of video clips. Staff will not use online chat facilities to communicate with pupils unless agreed by the DSL with strict guidelines.

All platforms that are used will be approved and staff will have received the necessary training in these to ensure their safe use. (The Local Authority ESAS team advise against stress testing any new platforms or technology during the COVID-19 outbreak and recommend schools use tools they are familiar with to ensure the best level of safety for staff and pupils).

Staff must only communicate with parents via e-mail using a parents e-mail address and by phone only in emergencies where their caller ID can be protected. All calls must be recorded on the safeguarding communication chronology - CPOMS.

11. 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 Trust's **Child Protection & Safeguarding 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 Trust's **Staff Code of Conduct**.

Staff will be reminded during each week of partial closure of their responsibilities in this area.

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

12. Supporting children not in school

Future Generation Trust is committed to ensuring the safety and wellbeing of all its pupils.

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 pupil.

Details of this plan must be recorded on the safeguarding communication chronology, 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.

Gentleshaw Primary 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 academy will share safeguarding messages on its website and social media pages. Future Generation Trust 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 Gentleshaw Primary Academy need to be aware of this in setting expectations of pupils' work where they are at home. Genevieve Parsons is available to support in wellbeing advice where a concern is raised for staff and pupils.

Gentleshaw Primary Academy will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and childcare in nature not education.

13. Supporting children in school

Future Generation Trust is committed to ensuring the safety and wellbeing of all its pupils. Gentleshaw Primary Academy 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.

Gentleshaw Primary 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.

Gentleshaw Primary Academy will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child but will not follow the normal routines or support offered through EHCPs.

Where Gentleshaw Primary Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – it will be discussed urgently with the Local Governing Body and Trust Board.

14. Peer on Peer Abuse

The DSL will implement robust reporting procedures for peer-on-peer abuse during partial closure of the academy and will communicate these to all staff, pupils and parents.

Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or CSCS where required.

Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.

Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. ChildLine.

The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.

Individuals will be given a copy of the Trust's **Complaints Policy & Procedure** to assist them with the appeals process. ***However, they will be advised that the face-to-face meetings outlined within the published document will not take place during the continued period of partial closure.***

Communications will be made online or by telephone, unless face-to-face contact is unavoidable.

15. Useful websites and links

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

<https://www.naht.org.uk/advice-and-support/coronavirus-news-and-guidance-for-school-leaders/coronavirus-guidance-for-school-leaders/>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

<https://www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/>

<https://learning.nspcc.org.uk/services-children-families/>

https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/?utm_source=adestra&utm_medium=email&utm_campaign=AS3017*&utm_content=NSPCC_Learning+Learning_newsletter_6+Mar20&ac=