Child Protection and Safeguarding Policy

Hearsall Community Academy

September 2020

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Reviewed by: Rob Darling and Michelle Smith

Agreed by governors: (date)

Shared with staff: 1st September 2020

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Head of Primary Education: Rob Darling

Head Teacher: Claire Jones

Designated Safeguarding Lead: Claire Jones, Head teacher

Deputy Designated Safeguarding Lead: Katie Smith, Pastoral Manager

Named Governor for Safeguarding: Nancy Perkins

Chair of Governors: Kate Steventon, ksteventon@hearsallacademy.org

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1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2020)** as;

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

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Hearsall Community Academy.

2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate *Hearsall Community Academy's* commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to *Hearsall Community Academy's* safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 *Hearsall Community Academy* is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of *Hearsall Community Academy*, in line with Keeping Children Safe in Education (**September 2020**) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- **support children's mental health and wellbeing;**
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in *Hearsall Community Academy* understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (2020) which is held in the CPOMS library.
- Working Together to Safeguard Children (June 2018)*
- **Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)**
- **Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)**
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 An addendum to this policy outlining safeguarding arrangements during the Covid-19 emergency period can be found on the school website.

2.7 Keeping Children Safe in Education remains in force throughout the Covid-19 emergency period. In addition, we have regard to non-statutory interim guidance on safeguarding schools, colleges and other providers during the coronavirus outbreak. **We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during this time.**

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (**September 2020**).

2.7 This policy should be read in conjunction with the list of policies which can be found in Appendix A and staff are able to access the polices in the CPOMS library and request paper copies if necessary.

All staff will be given instructions of where to find the policies found in Appendix A.

2.8 Scope

2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the Inspire Education Trust and *Hearsall Community Academy*. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.8.2 Rather than duplicating content from Keeping Children Safe in Education (**September 2020**) in this policy, it should be understood that *Hearsall Community Academy* will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Multi Academy Trust Board of Directors and the Governing Body and/or Proprietors.

3.1.1 *Hearsall Community Academy has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Rob Darling, Head of Primary Education.* Part 2 of Keeping Children Safe in Education (**September 2020**) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in *Hearsall Community Academy* are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that *Hearsall Community Academy* takes into account local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the three safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure that *Hearsall Community Academy* has an effective child protection policy, that it is published on *Hearsall Community Academy* website or available by other means and review this annually;
- Ensure that *Hearsall Community Academy* has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction;
- **Consider a whole-school approach to online safety, including the use of mobile technology in school;**
- **Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;**
- Ensure that children are taught about safeguarding, including online safety. See **section** 12 of this policy for further information;
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the head teacher.

3.2 The Role of the Headteacher

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety;
  - DSL Leads (Headteacher and Pastoral Lead)
  - School IT Lead.
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Ensure that the school works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care (**from the host local authority or placing authority**) have access to *Hearsall Community Academy* to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (**September 2020**).

3.3 The Role of the Designated Safeguarding Leads

3.3.1 The Designated Safeguarding Leads for school are:-
Head Teacher - …**Claire Jones**……
Pastoral Lead/s - …**Katie Smith**…….

The Designated Safeguarding Leads will;

- Take overall lead responsibility for safeguarding and child protection in *Hearsall Community Academy;*
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.

- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed[1];
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (**September 2020**);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves *Hearsall Community Academy*;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of *Hearsall Community Academy* community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in *Hearsall Community Academy*; and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (**September 2020**).

3.4 The Role & Responsibilities of all Staff within *Hearsall Community Academy*

3.4.1 *Hearsall Community Academy* staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in *Hearsall Community Academy*;

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in

[1] **The school will have regard to 'When to call the police' guidance from the National Police Chief's Council.**

education; the role of the designated safeguarding lead and systems in *Hearsall Community Academy* that support safeguarding and child protection;

- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (**September 2020**) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 The school is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

3.5.2 The school will work with social care, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help. Pathways Family Hub, Lawrence Saunders Road, Radford, Coventry, CV6 1HD

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, the school is under a statutory duty to co-operate with published CSCP arrangements (including responding to the Coventry Safeguarding Children Partnership's annual safeguarding audit).

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;

- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

Type of abuse	**Information**
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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 persistent 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 cyber 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.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Type of abuse	Information
Child sexual exploitation (CSE)	The sexual abuse of children by other children is a specific safeguarding issue in education. CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. **Further information about Child Sexual Exploitation can be found in paragraph 28 of Keeping Children Safe in Education 2020.**
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Hearsall Community Academy recognises that any child can be the victim of abuse and may benefit from early help. However, Hearsall Community Academy will be particularly vigilant to potential need for early help if a child;

- is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);

- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.[2]

4.7 , Hearsall Community Academy recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if , Hearsall Community Academy believes that a child is at risk of or is the victim of;

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- child criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- radicalisation;
- relationship abuse;
- serious violence;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8 , Hearsall Community Academy will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children.

[2] Taken from paragraph 18, **Keeping Children Safe in Education (September 2020)**

We work with other agencies in line with Keeping Children Safe in Education **(2020)** to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children who need a social worker.

4.10 Child potentially at greater risk of harm

4.10.1 Hearsall Community Academy recognises that some children need a social worker due to abuse, neglect or family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.10.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.

4.10.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.11 Mental Health

4.11.1 Hearsall Community Academy recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.11.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.11.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.11.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should

- Staff have concerns about child and take action

- Staff speak to DSL

- Log concern on CPOMS

- DSL's to speak to SENDCO (SENDCO take advice from SEMHL/Education Psychologist, if necessary)

- Conversation with parents/carers

- Referral made to professionals if necessary ie GP's, RISE, Social Care

- Work in school with Pastoral Lead

4.11.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.11.6 The Multi Academy Trust has a Mental Health First Aider and the Pastoral Lead is responsible for the promotion of mental health and wellbeing across Hearsall Community Academy. It is the aim of the

Inspire Education Trust to promote early interventions on some mental health and emotional wellbeing issues as well as helping staff within school to provide a 'whole school approach' to mental health and wellbeing.

4.11.7 Further information, guidance and advice regarding mental health can be found in paragraph 38 of Keeping Children Safe in Education 2020.

4.12 Hearsall Community Academy have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.13 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Hearsall Community Academy's Prevent duty.

4.14 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.15 See Appendix B for further information and guidance on the above issues.[3]

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Social Care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicated that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made.

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;

[3] Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Hearsall Community Academy is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by Hearsall Community Academy to make decisions about protecting children, please visit http://www.coventry.gov.uk/righthelprighttime.

5.6 See **page 19** for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2020**).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.[4]

5.8 Hearsall Community Academy understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 All members of staff will be made aware of the school's policy and procedures with regards to peer on peer abuse. *The school will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by accessing the policy on the CPOMS document library for all staff to read.*

[4] *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

5.8.2 Hearsall Community Academy *will work to prevent peer on peer abuse by including it at the start of year training for all staff and ensuring that all staff have read the policy.*

5.8.3 In the event that an allegation of peer on peer abuse is made, Hearsall Community Academy will investigate this. The DSL's will talk to the victims and alleged perpetrators, record the incident on Cpoms and, if necessary will discuss with parent/carers. The victims and alleged perpetrators will be supported by the Pastoral Lead.

5.8.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by Pastoral Lead who will arrange for pastoral work to take place within the relevant year groups and, the victim and alleged perpetrator will work individually and together, if necessary, with the Pastoral team, to support them.

5.8.5 Hearsall Community Academy will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

5.8.6 We would consider the following actions as peer on peer abuse and deal with them accordingly:-
- Bullying including cyber-bullying
- Sexual violence and harassment
- physical abuse-hitting, biting and hair pulling
- hazing (any action taken or any situation created intentionally that causes embarrassment or ridicule)

5.8.7 Each school needs to insert different gender/age specific issues that may affect your children.
- bullying (including cyberbullying);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their gintals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm:
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals. Boarding schools and residential settings should include additional information here about the possible additional risk relating to peer on peer abuse in this setting. See Annex D KCSIE for more information.

5.8.8 Hearsall Community Academy will adhere to guidance set out in Keeping Children Safe in Education (**2020**) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

5.8.9 All staff will be made aware that 'upskirting' is a criminal offence.

5.9 **Youth Produced Sexual Imagery ('sexting')**

5.9.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing 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 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 Hearsall Community Academy has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. The following policies are available for staff to read either by accessing them on the Cpoms library, Sharepoint or the school website:-

- E-Safety policy

- RSE policy

- PSHE policy

5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.7 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.9 Serious Violence

5.9.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime.

5.9.2 All staff will be made aware of the risks associated with serious violence, criminal networks and gangs and understand the measures in place to prevent these.

5.9.3 All staff will have an awareness of Child Criminal Exploitation and behaviours linked to Child Criminal Exploitation. Further information about Child Criminal Exploitation can be found in paragraph 28 of Keeping Children Safe in Education (2020).

5.10 Searching, Screening and Confiscation

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard child/children in Hearsall Community Academy.

5.10.2 Hearsall Community Academy adheres to 'Searching, Screening and Confiscation: Advice for Schools **(January 2018).**

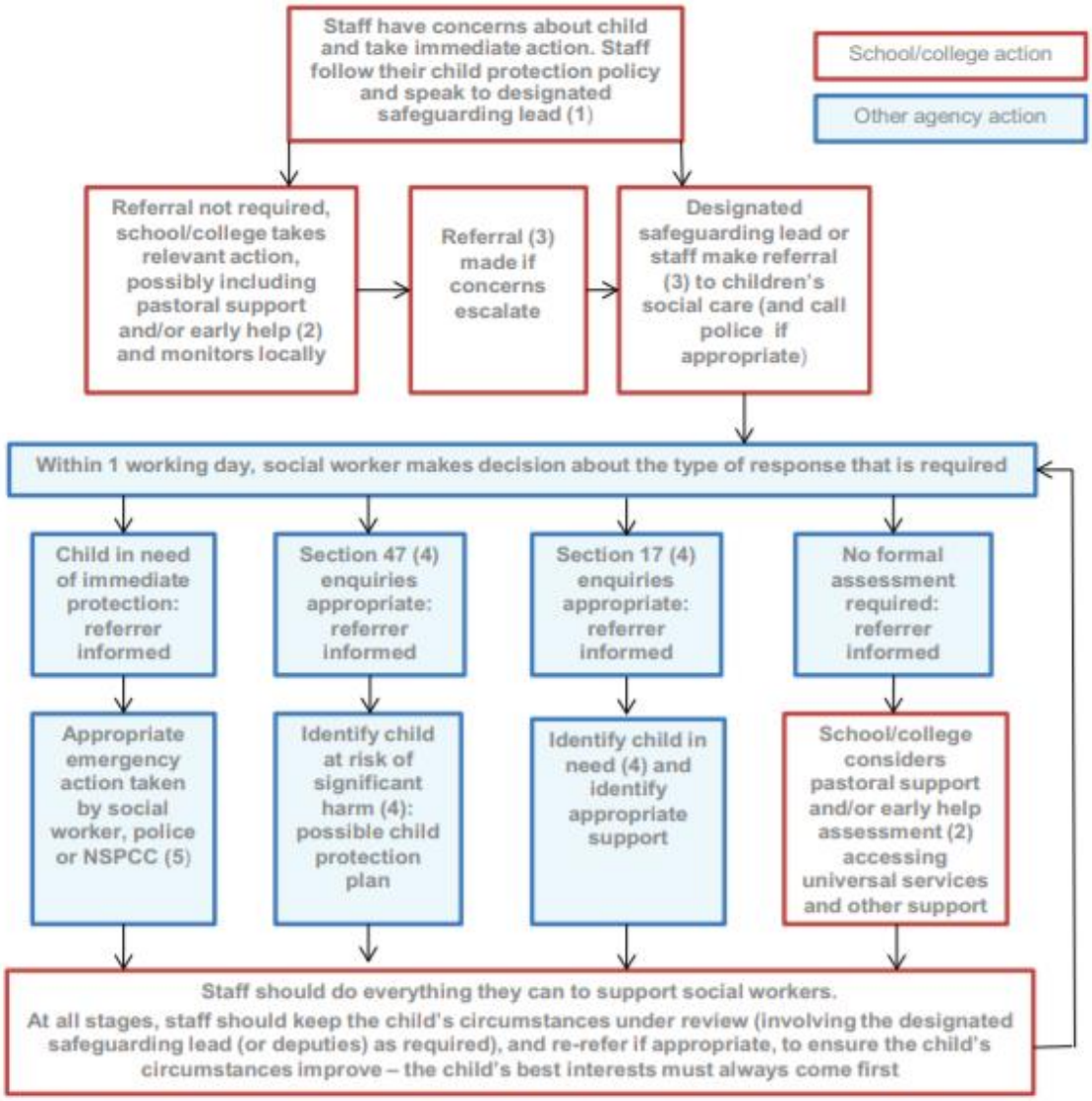
5.10.3 Please see searching, screening and confiscation policy (should either be a standalone policy, in positive handling or in behaviour policy) for further information.

5.11 Extra-Familial Harm

5.11.1 Hearsall Community Academy recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We also recognise that safeguarding incidents or behaviours can occur between children outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.11.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside the Hearsall Community Academy and/or can occur between children outside these environments.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

5.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency

Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

MASH Telephone number: 02476 788 555

MASH online referral form: http://www.coventry.gov.uk/safeguardingchildren

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.12 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the **Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy (https://westmidlands.procedures.org.uk/ykpzx/statutory-child-protection-procedures/managing-professional-disagreements).** to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 Hearsall Community Academy keeps all safeguarding files electronically, *using a system called Cpoms.*

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.5 Hearsall Community Academy will seek at least two emergency contacts for every child.

6.6 All data processed by Hearsall Community Academy is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the following policies for additional information; our data policy, privacy notice and other relevant policies, please see GDPR section on our school website.

6.7 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part Two of Keeping Children Safe in Education (September 2020).

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Hearsall Community Academy. Consent will be requested annually.

7.2 Parents can withdraw consent at any time and must notify Hearsall Community Academy if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation. Please see Photographs and Visual Images Policy which is kept on the CPOMS document library.

8 Early Help

8.1 Hearsall Community Academy is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Hearsall Community Academy works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Pathways Family Hub

Lawrence Saunders Road

Radford

Coventry

CV6 1HD

8.2 *Hearsall Community Academy* works within the Coventry Safeguarding Children Partnership's *'Right Help, Right Time'* framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, *Hearsall Community Academy* has committed to training staff throughout the academic year. All staff members will be made aware of *Hearsall Community Academy's* safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education **(September 2020)**
- School procedures for Children Missing Education
- The school Behaviour Policy

9.2 Staff at *Hearsall Community Academy* will;

- Level 1 Safeguarding (all staff)

- DSL Briefings

- DSL Refresher

- SIE updates

- Team Teach

- Local authority training

- Governor and volunteer training

- Thrive

- Basic First Aid/Paediatric First Aid

- Mental Health First Aid

- Prevent update (all staff)

Training is lead by relevant issues relating to safeguarding of the children and will be updated and added to as the need is required.

9.3 *Hearsall Community Academy* recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and 'sexting'[5]. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

10 Safer Recruitment

10.1 *Hearsall Community Academy* is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. *Hearsall Community Academy* reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at *Hearsall Community Academy* comply with Keeping Children Safe in Education (**September 2020**). See Part 3 of Keeping Children Safe in Education (**September 2020**) for further information.

10.8 See Safer Recruitment policy for further details.

[5] Also known as 'youth produced sexual imagery'.

11 Allegations of abuse against staff

11.1 *Hearsall Community Academy* takes all safeguarding concerns and/or allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2020) and the CSCP Guidance, 'Allegations Against Staff and Volunteers'. https://westmidlands.procedures.org.uk/ykpzy/statutory-child-protection-procedures/allegations-against-staff-or-volunteers.

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates they may not be suitable to work with children;
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children.
- If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Head of Primary Education without delay. The HoPE will inform the *Chair of Governors* and then the LAdo.

11.3 If a concern or allegation of abuse arises against any member of staff, supply teacher or volunteer other that the Headteacher, it must be reported to the Headteacher without delay. This includes supply staff, volunteers and all staff outlined in paragraph 1.5 of this policy.

11.4 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the concern or allegation meets the threshold for Designated Officer intervention. The details of the LAdo can be found of the front of this policy.

11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.7 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to *Hearsall Community Academy* in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.10 Supply Teachers

11.10.1 Although the school does not directly employ supply teachers, the school will ensure that any concerns or allegations against supply teachers are handled properly.

11.10.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

11.10.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.10.4 The school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies.

11.9 Whistleblowing

11.9.1 *Hearsall Community Academy* operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, *Hearsall Community Academy*'s safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 *Hearsall Community Academy* recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 *Hearsall Community Academy* will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education.

- Protective Behaviours
- SRE
- Thrive
- E-Safety
- NSPCC
- External visitors will be invited to work with the children dependent on relevant issues.

12.3 Education at home

Please see Addendum C which sets out the safety when children are educated at home.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. *Hearsall Community Academy* recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Katie Smith, Pastoral Manager.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 *Hearsall Community Academy* will work with Personal Advisors when children leave care (where applicable).

13.4 *Hearsall Community Academy* is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs

14.1 As outlined in **Keeping Children Safe in Education (2020**), *Hearsall Community Academy* is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.[6]

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

4.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary.

The school use Team Teach and staff that are trained use the strategies according to their training and, all incidents are recorded in the 'bound book' which is held in the Head Teachers Office and also CPOMS. The Head Teacher will ensure that there is a follow up conversation with those involved with the use of Team Teach once the child is regulated.

16 Work Experience

All work experience will have an initial meeting with the Head Teacher before they start their placements. They will then meet with the Office Manager and receive Safeguarding and Health Safety Guidance from the Pastoral Lead before their placement starts.

17 Summary

19.1 *Hearsall Community Academy* is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

[6] **Keeping Children Safe in Education, September 2020**

Appendix A

Appendix A - Policies

Hearsall Community Academy's safeguarding policy is intended to be used in conjunction with the following policies. All relevant policies are kept in the CPOMS document library and it is the expectation that when staff have ready the policies outlined in the September 2020 training that they indicate on the CPOMS library that they have read and understood them.

The school adheres to the Coventry Safeguarding Children Partnership Policies as well as other policies that appear on the website. Some of these policies are being updated and a key to the policies is written below:-

Child Protection & Safeguarding/KCSIE – Updated and then Pastoral Leads to make school specific

Policies with CSCP Link

In the process of being updated by Rob Darling and Jane Durkin

In the process of being updated by Michelle Smith

Policy to be looked at

Policies	LA (CSCP) Links	Child Protection Policy Appendix A	CPOMS Document Library	Policies staff need to read	Appear on the website
Accessibility Plan	NO	NO	NO	NO	YES
Allegations Against Members of Staff	YES	YES	YES	NO	YES
Allegations Against Staff or Volunteers – **CSCP LINK** https://westmidlands.procedures.org.uk/ykpzy/statutory-child-protection-procedures/allegations-against-staff-or-volunteers	NO	YES	NO	NO	NO
Anti-bullying and Dignity at Work	NO	NO	YES	NO	YES

Anti-Bullying Policy	NO	YES	YES	NO	YES
Anti-Discrimination and Harassment Policy	NO	YES	NO	NO	Don't know
Admissions Policy	NO	YES	NO	NO	YES
Attendance Policy	NO	YES	NO	NO	YES
Behaviour and Discipline Policy (Addendum to be added)	NO	YES	YES	YES	YES
Children Missing in Education - **CSCP https://www.coventry.gov.uk/downloads/download/5055/children_missing_from_education_cme**	YES	YES	YES	YES	NO
Collection of Children Policy	NO	NO	YES	NO	NO
Complaints Policy	NO	YES	NO	NO	YES
Critical Incident Plan	NO	YES	NO	NO	NO
Data Protection Policy and Privacy Notice	NO	YES	NO	NO	YES
Drugs and Alcohol Policy	N0	YES	NO	NO	YES
Educational Visits	N0	YES	YES	NO	NO
Equalities Policy	N0	YES	NO	NO	NO
E – Safety Policy (does this have information about mobile technology and children having phones?)	NO	YES	YES	NO	YES
IT Policy (is this the Computing Policy)	N0	YES	NO	NO	YES
Intimate Care Policy (EYFS?)	N0	YES	YES	NO	NO
Freedom and Information Policy	N0	NO	NO	NO	YES
Health and Safety Policy	N0	YES	NO	NO	YES
HR and Governance Policy	NO	YES	NO	NO	NO
Keeping Children safe in Education (waiting on final) Part One and Annex A **DRAFT**	NO	Refer to in CP Policy	YES	YES	NO
Lone Working Policy/Home visits policy	NO	YES	YES	NO	NO
Medicine & First Aid Policy	NO	YES	YES	NO	NO

Management of Medicines (can these be merged?) Asthma Policy (can these be merged?)					
Managing Professional Disagreements – **CSCP LINK** https://westmidlands.procedures.org.uk/ykpzx/statutory-child-protection-procedures/managing-professional-disagreements	YES	YES	NO	NO	NO
Missing Child Policy	NO	NO	YES	YES	YES
One to One Guidelines	NO	NO	YES	NO	YES
Peer to Peer Abuse	NO	Refer to in CP Policy	YES	NO	YES
Photographs and Visual Images Policy	NO	NO	NO	NO	YES
Positive Handling Policy (includes use of reasonable force)	NO	NO	YES	NO	YES
Prevent/Tackling Extremism Policy with Prevent Toolkit **BEING UPDATED**	NO	Refer to in CP Policy	YES	NO	YES
Primary-Secondary Transition Policy	NO	YES	NO	NO	YES
PSHE Policy – TARA - UPDATING	NO	YES	NO	NO	YES
Safe Touch Policy	NO	NO	YES	NO	YES
Safeguarding and Child Protection (including Covid 19 Addendum) **BEING UPDATED**	NO	YES	YES	YES	YES
Safer Recruitment Policy	NO	YES	NO	NO	NO
Searching, Screening and Confiscation Policy **BEING UPDATED**	NO	Refer to in CP Policy	YES	NO	NO
SEND Policy	NO	YES	NO	NO	YES
Site Security Policy	NO	YES	NO	NO	NO
SRE Policy Self-harm/Mental Health Policy	NO	YES	YES	NO	YES
Staff Code of Conduct	NO	YES	YES	YES	YES
Statement on Use of Mobile Phones/Cameras in EYFS	NO	NO	YES	NO	NO
Statement to Support Children in Need	NO	NO	YES	NO	YES

Supporting Children with Medical Needs Policy	NO	NO	YES	NO	YES
Toileting Policy (Check with intimate care policy)	NO	NO	NO	NO	YES
Visitors Management (include external speakers information)	NO	YES	NO	NO	NO
Whistleblowing Policy	NO	YES	YES	NO	YES

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in **paragraph 4.4**, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2020),** Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. See link to curriculum here:

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child criminal exploitation (including involvement in county lines)

Hearsall Community Academy is aware that criminal exploitation involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals' this is often of a criminal nature. Child criminal exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person 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, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

We at *Hearsall Community Academy* will ensure that when delivering Safeguarding training that we inform staff that criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. The Academies Behaviour Policy and ethos about educating children and young people around risks and crime.

Hearsall Community Academy DSL's attend regular briefings with the Head of Primary Education and any updates involving criminal exploitation is disseminated to all staff with a reminder of their responsibility to refer any concerns in the appropriate manner.

Domestic abuse –

The impact of Domestic abuse on children and their families is taken seriously throughout the Academy and during the Safeguarding training the effect on the children is highlighted to all staff.

Hearsall Community Academy uses Operation Encompass, which is a unique Police, and Education early intervention safeguarding partnership, which supports children and young people, exposed to domestic abuse.

Operation Encompass reports to academies/schools before the start of the next school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening.

The information is given in strict confidence to the DSL's to enable support to be given dependent on the needs and wishes of the child and at the direction of the MASH (Multi Agency Safeguarding Hub).

Operation Encompass is a Trauma informed and Trauma sensitive charity who acknowledge and understand the impact of Domestic Abuse as an Adverse Childhood Experience (ACE). Operation Encompass mitigates against the damage caused by exposure to Domestic Abuse and other ACE's (Adverse Childhood Experiences).

Fabricated or induced illness

Hearsall Community Academy is aware that Fabricated or Induced Illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

Staff are made aware of this type of child abuse and are made aware of the seriousness of this issue during their safeguarding training and, understand the appropriate way to report any concerns.

Faith-based abuse

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (Safeguarding Children from Abuse Linked to a Belief in Spirit Possession 2007)

The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country.

Any concerns about a child, which arise in this context, must be taken seriously and reported to the DSL's urgently and a referral will be made to Children's Social Services.

Female genital mutilation (A form of so-called 'honour-based' abuse)

Hearsall Community Academy's staff receive training regarding FGM during their safeguarding training at the start of the academic year and throughout the year, especially near to school holidays. All staff are aware that it is their responsibility to make a referral directly to the Police and Children's Social Care and also that they must inform the DSL's and follow the school procedures.

Forced marriage (A form of so-called 'honour-based abuse)

A forced marriage is a marriage in which one or both of the parties are married without her/his consent or against her/his will. Forced marriage is different from an arranged marriage in which both parties consent to the assistance of parents/family or a third party in identifying a spouse.

The *Hearsall Community Academy*'s ethos is to ensure that pupils understand and respect one another regardless of age, gender or sexual orientation. The Academy does this through the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy as well as their close working relationship with the Police, Local Authority Attendance Officer, Behavioural Support and Children's Social Services.

Gangs or youth violence

Hearsall Community Academy has a duty and responsibility to protect the children in its care and, increasingly recognises that within school is a places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work is done and will be done with the all children to prevent negative behaviour from escalating and becoming entrenched. Programmes such as Thrive, work through the curriculum in PSHE and ICT are undertaken as well as links with outside speakers. All of these programmes help to improve the children's social and emotional skills, understanding risk, exploring how to stay safe and make safe choices.

Gender-based violence

Hearsall Community Academy treats gender based violence as serious, is supported by its Anti-Bullying Policy, Behaviour Policy and Child Protection and Safeguarding Policy and will respond promptly and effectively to any incidents. The pupils will receive information through the curriculum, assemblies as well as yearly events to provide understanding that everyone should be treated with respect. The Academy also has a close working relationship with parents/carers to ensure support with behaviour.

Hate

Hearsall Community Academy is aware that a hate crime in any incident carried out against a person because of their sex, race, religion, disability or sexual orientation.

It can include:

- verbal abuse and harassment

- threats and intimidation

- physical assault and violence, including sexual violence

- property damage

- graffiti

- offensive mail

If a person has suffered – or witnessed – a hate crime they can:-

Call the police on 101, report an emergency call 999 and ask for the police.

If it is a child at *Hearsall Community Academy* who is being harassed and a disclosure is made then it is important to listen to the child and follow procedures as set out in the Child Protection and Safeguarding Policy and, inform the parent/carer and if necessary contact Children's Social Services.

If it is happening in the *Hearsall Community Academy*, it is important that the staff member inform Head Teacher/Head of Primary Education immediately, seek help from your trade union or tell the police.

Homelessness

Within *Hearsall Community Academy*, staff are made aware, through their ongoing training, that there may be times when families of children who attend the academy may be in the situation where they either are made homeless or are threatened with homelessness. If staff have any concerns about children in their care then it is important to refer the issue to the DSL's within the school who will in turn make appropriate enquires to support the family in need.

(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above) y

Hearsall Community Academy understands that Honour based violence is a crime or incident which is often committed to protect or defend the so called 'honour' of family and/or community.

Crimes of so-called 'honour' do not always include violence; crimes committed may include:

- Domestic abuse
- Threats of violence
- Threats to disown you
- Sexual abuse
- Psychological/emotional abuse, for example "Your grandma wants to see you marry before she dies"; "I will kill myself if you bring shame to our family by not getting married"; "If you don't marry him then your sister will have to".
- Forced marriage
- Being held against your will or taken somewhere where you do not want to go (often to another country)
- Surveillance and harassment

If a staff member receives a disclosure from a child about themselves, a sibling or another child then it is their responsibility to follow the procedures set out in the Child Protection and Safeguarding Policy. Any updates relating to so called honour-based violence then this information will be disseminated among the staff.

Radicalisation and Extremism

Hearsall Community Academy is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

The Pastoral Lead has undertaken the HM Governments WRAP 3 (Workshop to Raise Awareness of Prevent) Facilitators Training. All staff will take part in the Safeguarding training at the start of the new academic year which will include Prevent training and the Academy works closely with the Prevent Education Officers who support through training to SMT/DSL's and whole school staff. All staff will undertake the Home Office elearnig annually. Within their training staff will understand:-

- That schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 to prevent people from being drawn into terrorism
- That we promote British values and tolerance keeping children safe from the dangers of radicalisation and extremism.
- That we prevent and tackle discriminatory and derogatory language – this inc ludes language that is derogatory about disabled people and homophobic and racist language.
- Signs to look out for including use of extremist language or symbolism, sharing of extreme views, changes in behaviour or looking up extremist content online. Young people should be encouraged to talk openly about views so that issues can be addressed.
- Far right extremism and Ultra right extremism and 'Islamic' extremism are the most prevalent in the West Midlands.

The staff will also be made aware of how referrals need to be made through the Notice, Check, Share procedures and how where there are concerns that a referral will be made to Channel.

Relationship abuse

Hearsall Community Academy are aware that any abuse in relationships is extremely serious and staff are advised to follow the referral procedures as set out in the Child Protection and Safeguarding Policy. All concerns are logged on CPOMS and are passed onto the DSL's who will make a referral if necessary.

Serious Violence

Staff within *Hearsall Community Academy* are aware of the indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possession could also indicate that children have been approached by or are involved with, individuals associated with criminal networks or gangs.

Sexual violence or sexual harassment (including peer-on-peer abuse)

Staff at *Hearsall Community Academy* are asked to refer to the following policies if there is a concern regarding sexual violence or sexual harassment:-

- Child Protection and Safeguarding Policy
- Peer on Peer Abuse
- Whistleblowing Policy
- Working alone with children
- Hospitality Policy
- Allegations against staff
- Safe Touch Policy
- Prevent – Tackling Extremism Policy

Sexting

Staff within *Hearsall Community Academy* are aware that sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages.

The Academy provides a programme of training to staff regarding e-safety, which is regularly updated as well as supporting children with e-safety to ensure that they are kept safe. The E-Safety Policy supports the work undertaken throughout the Academy.

Trafficking and modern slavery

Hearsall Community Academy is aware that Trafficking and modern slavery is a serious issue and within *Hearsall Community Academy* the Behaviour Policy sets out how people should be treated and how they should treat others. The Academy's ethos is also about educating children and young people around risks, crimes and how to keep themselves safe. If however staff receive any concerns about a child it is their 'duty of care' to refer the issue to the DSL's and in turn to the Children's Social Care.

Children missing from education, home or care

Hearsall Community Academy will also take action to protect;

- Children missing education
- Children missing from home or care

Children Missing Education

Children missing from education are children of compulsory school age who are not registered pupils at a school and are not receive suitable education otherwise than at school.

It is important that there is effective information sharing between parents, carers, schools and local authorities and it is critical to ensure that all children of compulsory school age are safe and receiving suitable education.

Hearsall Community Academy understands that any children missing from education, home or are are vulnerable and each staff member has a 'duty of care' and is responsible for ensuring that children are attending school regularly. It is important that all staff are aware of the Attendance Policy as well as the Children Missing in Education Policy and that there is regular communicating between the School Office, Pastoral Lead, Class Teachers and Head Teacher regularly.

The Pastoral Lead will follow the safeguarding procedures as set out in the Children Missing in Education Policy in order to identify where the child is. If a child is missing for a maximum of 10 days, or earlier if it is felt appropriate, then a Children Missing from Education Referral form will be completed and sent via secure email to:

Children Missing in Education Lead - Helen Fox-Williams.

Her email address is helen.fox-williams@coventry.gov.uk

Children Missing from home or care

Any children missing from home or care will be dealt with as above however, extra steps will be taken where, if the child is in care then the Social Worker will be informed as well as the Police

Private Fostering

Hearsall Community Academy have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days however, information is requested prior to the 28 days and a weekly check will be undertaken by the Pastoral Lead.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start
- wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends,
- without an obvious reason;
- Children who don't want to change clothes in front of others or participate in
- physical activities;
- Children who are having problems at school, for example, a sudden lack of
- concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with
- strangers;
- Children who reach developmental milestones, such as learning to speak or walk,
- late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late
- being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence
- of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and

- Children who shy away from being touched or flinch at sudden movements.

Hearsall Community Academy recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix C – Covid Addendum

Child Protection and Safeguarding: COVID-19 Addendum (Primary)

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Important contacts

ROLE	HEARSALL	WALSGRAVE HUB	STOCKINGFORD HUB
Designated safeguarding lead (DSL)	Claire Jones	Head on Duty Rob Darling, Damien Sowerby, Beki Moore or Amy Husband	Gill Bowser
Deputy DSL	Katie Smith	Michelle Smith	Bev Phillips
Other contactable DSL(s) and/or deputy DSL(s):	Rob Darling	Margaret Sutherland Luke Harris	Sarah Willmett Jane Sparrow
Designated member of senior leadership team if DSL (and deputy) care not on site	Matthew Thomas Ann Chambers	Amy Husband Matthew Woods Amy Ginger	Lindsay Baines
Headteacher	Claire Jones	Damien Sowerby/ Rob Darling/ Beki Moore	Gill Bowser
Local authority designated officer (LADO)	Mark Goodard 02476 975483	Mark Goodard 02476 975483	Adrian Over 01926 412523

Chair of Governors	Kate Steventon	Don Pendergrast/ Steph Goodwin	Phil Johnston

1. Scope and definitions

This addendum applies during the period of school closure from March 20th 2020 and partial reopening from June 8th 2020 due to COVID-19, and reflects updated advice from our local safeguarding partner Elizabeth Kent and Coventry and Warwickshire Local Authorities (LA) .

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

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

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

The term 'all year groups' in this context for attendance purposes refers to children under 5 eligible for early years entitlements and children and young people aged 5 to 18 (or aged 5 to 25 for children and young people with an EHC plan).

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on itimmediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access tochildren
- Children should continue to be protected when they are online

3. Reporting concerns

During the partial reopening period, all staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

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

4. DSL (and deputy) arrangements

All DSL's are on site from Monday 8th June 2020. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely or Rob Darling, Head of Education Primary can be contacted on 07730 748254.

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

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

DSLs will take part in relevant safeguarding training so that they can keep up to date regarding any safeguarding issues.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. They will continue to liaise with the DSL or Deputy DSL during the day or, in the case of illness, Rob Darling (Head of Education Primary).

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

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

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners
- Family Hubs across the City
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer (LADO) and children's social care, reporting mechanisms, referral thresholds and children in need
- The Virtual Head at Looked After Children's Education Services (LACES)

The advice on the need to attend schools is unequivocally that if young people can be supervised at their home setting, sufficiently safely, they should not attend the educational setting. Please see the following extracts from the Department of Education: Closures of schools, childcare and other educational settings - Paragraph 1:10, 5.1 & 5.3
All decisions regarding the education of the young person during the suspension of mandatory education must be agreed with the young person's social worker.

6. Monitoring attendance

Children in Years N, R, 1 and 6 are now able to access school provision. This is not compulsory and as such is parental choice. If parents/ carers choose not to send their children back to school, they will not be fined. As some of our children will be attending our schools during this period of school reopening, we will be completing revised attendance registers and following interim attendance procedures to follow up on non-attendance.

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

- Follow up on their absence with their parents or carers via first day calling,
- Home visits where applicable
- Notify their social worker, where they have one

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

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This will be coordinated by the nominated senior leader in school each day.

- School will ask parents/ carers to advise them of any changes relating to welfare, health (Covid-19 symptoms) and wellbeing in order for staff/ Pastoral Lead to monitor.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately. They should report these to the DSL and/ or Pastoral Manager were concerns arise.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education. Staff

should continue to act on any concerns they have immediately.

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

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

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

We have the option to offer places in our schools to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. For example, children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns.

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

10. Safeguarding for children not attending school

10.1 Contact plans

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

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

These plans set out:

- How often the school will make contact (Once a week or as required)
- Which staff member(s) will make contact (Pastoral Managers/ Learning Mentor as applicable)
- How they will make contact (School mobile phone)

Where possible/ relevant, we have agreed these plans with children's social care, and will review them each week.

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

10.2 Safeguarding all children

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

Staff will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

Any safeguarding related teaching will be posted online and / or via newsletters as well as taught in school so all children can access. E.g. teaching of handwashing/ protective behaviour work in small group/ 1:1.

10.3 Responding to signs of abuse

Information relating to types of abuse and signs and symptoms of abuse can be found in Inspire Education Trust's main safeguarding and child protection policy and Working Together to Safeguard Children (2018).

All staff and volunteers will continue to be alert to indicators of abuse and will report any concerns to the appropriate member of staff immediately.

If a member of staff, parent/carer or member of the public is concerned about a child's welfare (whether they are attending school or not), they should report it to the designated safeguarding lead as soon as possible. If the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Social Care, where possible there should be a conversation with the Designated Safeguarding Lead via telephone or online video call, if they are working from home. If there is no DSL available, concerns should be reported to Rob Darling (Head of Education, Primary).

If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

If the school is concerned that a child is at risk of significant harm, we will seek advice from Coventry / Warwickshire's Multi-Agency Safeguarding Hub (MASH) and make a referral to this service if necessary. Coventry's MASH continues to be fully functional in terms of its safeguarding responsibilities.

Referrals to the Multi-Agency Safeguarding Hub can and should still be made for children at risk of harm using the online Multi-Agency Referral Form (MARF).

	Coventry	Warwickshire
MASH Telephone number:	02476 788 555	01926 414144
MASH online referral/ email referral address:	http://www.coventry.gov.uk/safeguardingchildren	mash@warwickshire.gov.uk
Out of hours Emergency Duty Team:	02476 832 222	01926 886922
Prevent/Channel Referrals:	CTU_GATEWAY@west-midlands.pnn.police.uk	

The school will continue to receive Operation Encompass reports as long as the police have capacity to offer this service. The school will risk assess each report on a case-by-case basis and continue to operate as usual in response to reports, unless instructed otherwise by the police or Local Authority. This information will be recorded on the child's safeguarding and child protection record as usual. This is constantly under review and the school is being regularly updated on any changes by the local Operation Encompass Coordinator.

All services are under increased pressure during this period of emergency. However, the school recognises that safeguarding continues to be of paramount importance and will work with other agencies in order to ensure children are safe. If a child's situation does not appear to be improving following a referral, the school may re- refer the child. We will also consider using the Coventry Safeguarding Children Partnership's Escalation and Resolution of Professional Disagreements policy to ensure that our concerns have been addressed and that the situation improves for the child.

11. Online safety

11.1 In school

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

We have a large amount of IT support across the Trust, with a number working remotely as they are classed as 'vulnerable'. As a result of this way of working, someone will be on hand each day whilst childcare provision is operating at our schools.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy. We have also put together a briefing note for use of Class Dojo (Appendix C)

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online
- Have access to safe and secure online media tools (such as school website and class dojo) for the publishing of home-learning information
- Understand that no live video conversations will take place between school professionals and pupils or parents.
- Have access (via school telephone number) to professionals who can support them in the set-up of online learning platforms, such as Class Dojo, and can guide them through installation instructions.

12. Record-keeping

A written record of all safeguarding and/or child protection concerns, discussions and decisions made will continue to be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

8.2 ***All Inspire primary schools*** keep all safeguarding files electronically, using a system called CPOMs. Rob Darling (Head of Education, Primary) and Michelle Smith (Trust Pastoral Manager) can also access all school's CPOMs folders remotely, as and when needed.

13. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Whilst Pastoral Managers are checking in with vulnerable families, they may also talk to children to see how they are doing.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

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

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

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

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

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

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

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. Hub DSL Leads and Office Managers will coordinate this in collaboration with Rob Darling (Head of Education Primary).

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

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements. New staff

and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

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

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date. We

will use the single central record to log:

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

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

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

15. Monitoring arrangements

This policy will be reviewed as guidance from our local safeguarding partners, the LA or DfE is updated, and as a minimum of every 3-4 weeks by Rob Darling (Head of Education, Primary). At every review, it will be approved by the Board of Directors virtually.

16. Links with other policies and other key documents

This policy links to the following policies and procedures:

- Child protection policy
- Staff behaviour policy/code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Whistle-blowing policy
- Anti-bullying policy

- Reopening Risk Assessment
- Enhanced Cleaning Schedule
- Behaviour Addendum
- Attendance Addendum

Where Rob Darling is unavailable to be contacted due to illness, all safeguarding matters are to be referred to Lois Whitehouse (CEO – Inspire Education Trust)

Date of approval and update : July 1st 2020

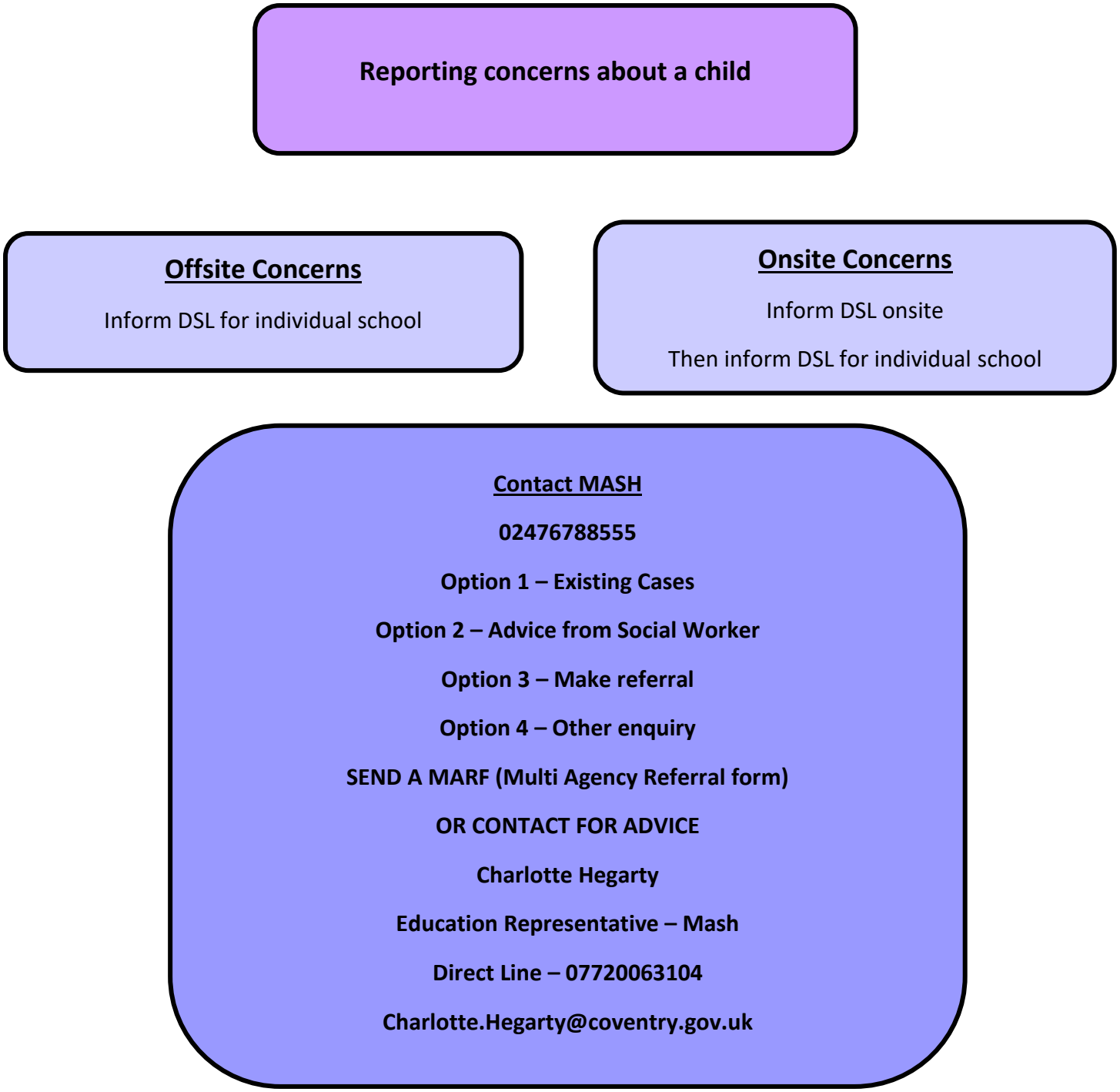
Signature: Rob Darling

Head of Education, Primary

Signature: Chair of Board of Directors

Renewal Date: Every 3 – 4 weeks during COVID-19 period

Appendix A – Process for reporting safeguarding and child protection concerns – Coventry Academies



DSL Contact Details

Log concern on cpoms

No access to cpoms - inform DSL's to add onto cpoms

Rob Darling, Head of Primary - 07730748254

Walsgrave CE Academy

Damien Sowerby – 07787740546

Michelle Smith - 07803583871

Clifford Bridge Academy

Madeleine Morgan - 07772656942

Beki Moore - 07956435552

Whittle Academy

Rob Darling - 07730748254

Amy Husband – 07748157807

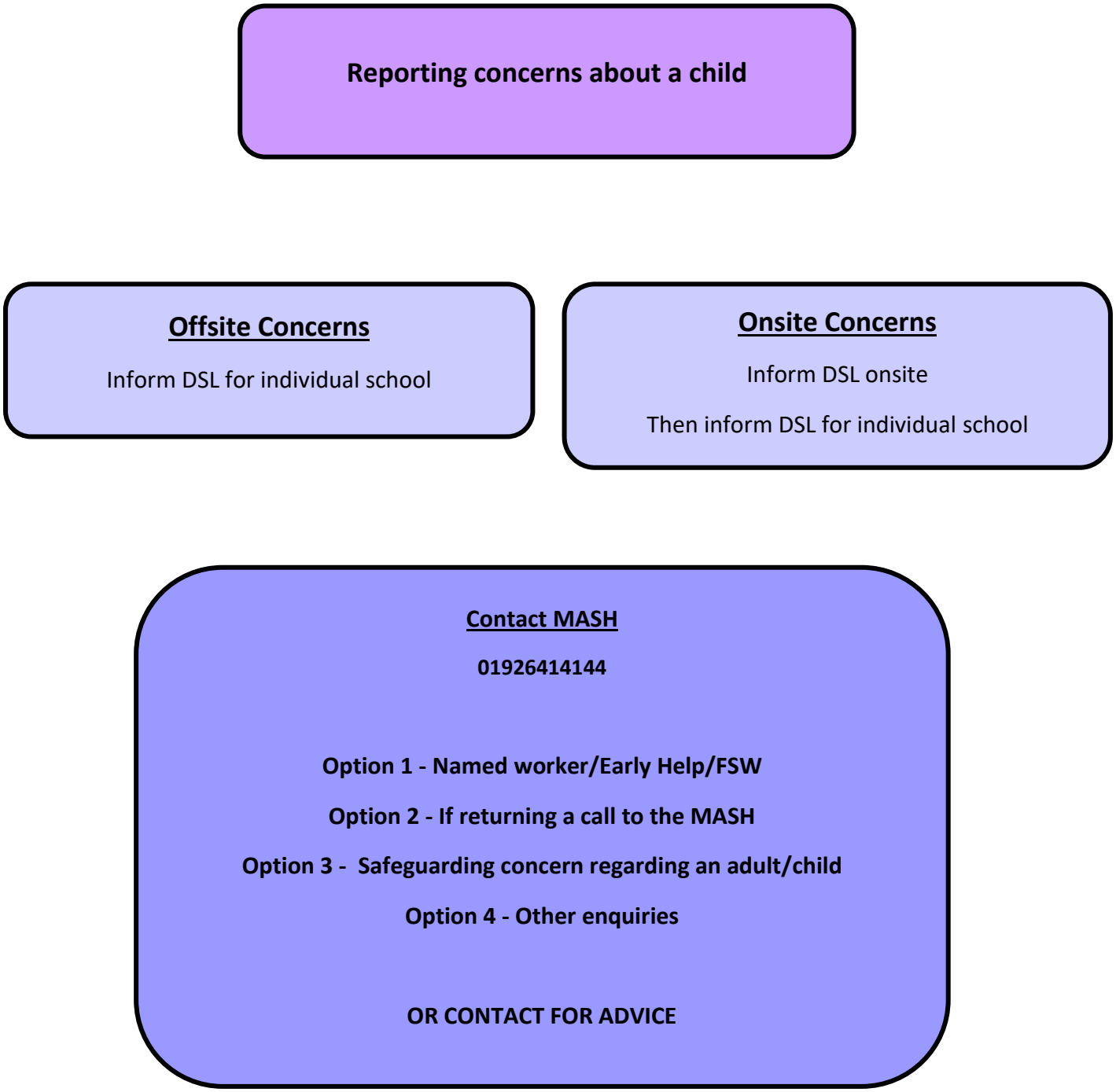
Hearsall Academy

Claire Jones - 07889217936

Katie Smith - 07889206516

Appendix B – Process for reporting safeguarding and child protection concerns –

Warwickshire Academy



DSL Contact Details

Log concern on cpoms

No access to cpoms - inform DSL's to add onto cpoms

Rob Darling, Head of Primary - 07730748254

Stockingford Academy

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Appendix C - Home Learning Children & Online Safety Away From School Guidance for Staff - April 2020

This briefing note is to ensure appropriate communication, via Class Dojo, between home and 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/ use of Class Dojo should follow the same principles as set out in the Trust code of conduct.

- ✓ All Class Dojo accounts are linked to school/ Trust email addresses.
- ✓ Expectations around the frequency of home/ school communication set. Two pieces of teacher feedback, for children who have uploaded work and/or posted any queries will be added each week. There is no specific part of the week this should be completed, so this can be responsive to children's postings, but it should be within the normal working day of 8:30am – 4:00pm.
- ✓ One additional class teacher posting each week. This might be the teacher reading a story, a class challenge or a link to a news article or particular event happening around the country – e.g.Easter.
- ✓ Guidance given on appropriate length and tone of responses in Home Learning Expectation (25.3.20)

Below are some things to consider when recording video-clips, especially where webcams are involved:

- ✓ No live streaming.
- ✓ 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.
- ✓ Language must be professional and appropriate, including any family members in the background.
- ✓ Staff must only use platforms provided by Inspire Education Trust to communicate with pupils.

- ❖ Concerns around pupil or parent home / school communication should be sent to individual Headteacher during the next working day.

Rob Darling – 30.3.20 – In line with updated DfE Safeguarding information published on 27.3.20

Appendix D – Online Safety Resources

Support for schools implementing remote learning

- https://swgfl.org.uk/resources/safe-remote-learning/

Support for professionals when using videos and/or live streaming

- https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf

Support for children and parents

- Childline – www.childline.org.uk
- UK Safer Internet Centre to report and remove harmful online content – www.reportharmfulcontent.com
- CEOP (to make a report about online abuse) – www.ceop.police.uk/safety-centre
- Internet Matters (for support for parents and carers to keep their children safe online – www.internetmatters.org
- London Grid for Learning (for support for parents and carers to keep their children safe online) – www.lgfl.net/online-safety/
- Net-aware (support for parents and carers from the NSPCC) – www.net-aware.org.uk
- Parent info (for support for parents and carers to keep their children safe online) – www.parentinfo.org
- Thinkuknow (advice from the National Crime Agency to stay safe online) – www.thinkyouknow.co.uk
- UK Safer Internet Centre (advice for parents and carers) - https://www.saferinternet.org.uk/advice-centre/parents-and-carers

Appendix E – Mental Health Support for Children and Families

The Government has produced a guidance document with suggestions for managing mental health and wellbeing during this time. Information can be found here:

https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and- wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid- 19#where-to-get-further-support

Appendix F: Principles for staff

1. Do not come to work if you have coronavirus (COVID-19) symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible. You can do this by visiting the NHS website to ask for a test or calling the NHS on 119 if you do not have internet access.
2. Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationery).
10. Keep your classroom door and windows open if possible for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

Appendix G: Behaviour principles

In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.

Areas schools may wish to add to their behaviour policy are:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus (COVID-19)

- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate

Identify any reasonable adjustments that need to be made for students with more challenging behaviour.