



SOUTH WESTMORLAND MULTI ACADEMY TRUST

Safeguarding, Child Protection and Procedures Policy

Designated Safeguarding Lead (DSL) -	Mr R Surtees	(Milnthorpe)
	Miss V Smith	(Milnthorpe)
Designated teacher for Children		
Looked After –	Mr D Oliver	(Milnthorpe)
LAC Champion -	Mrs M Knight	

Committee: Safeguarding Committee and SWMAT
Date of adoption: 20th May 2019
Date of next review: September 2021

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Review
1	Original – approved by the MAT Board	20/05/2019
1a	Covid-19 addendum (appendix B) – approved by LAC	07/2020
2	Updated for KCSIE 2020 guidance – approved by MAT Board	24/09/2020

SAFEGUARDING AND CHILD PROTECTION POLICY

1. INTRODUCTION

1.1 Dallam School is committed to safeguarding, child protection and promoting the welfare of students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place to identify, assess and support those students who are suffering harm and to keep them safe and secure whilst in our care, both in the school building and at the boarding residential facilities. In this policy 'Dallam School' refers to both the school and the boarding facilities unless otherwise stated.

1.2 Staff and visitors have an important and unique role to play in safeguarding and child protection both in school and contextually (Keeping Children Safe in Education 2020). The responsibilities in this policy apply to all members of Dallam School community, including students, staff, SWMAT trustees, Local Advisory Committee members visitors, contractors, volunteers and trainees.

1.3 Dallam School staff should be prepared to identify children who would benefit from early help to ensure their needs are being met.

1.4 This policy is written in conjunction with Dallam School policies that promote the welfare of students, including:

- Anti-bullying Policy
- E-Safety Policy
- Educational Visits
- Behaviour for Learning
- Health and Safety Policy
- Safer Recruitment Policy
- Equality and Anti-discrimination Policy
- Whistleblowing Policy
- Attendance Policy
- Supporting students with medical needs Policy
- Accessibility Policy
- SEND Policy

1.5 All professionals should make their approach child centred. This means that they should always consider the best interests of the child in accordance with Keeping Children Safe in Education (DfE September 2020).

1.6 This policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on Dallam School website and upon request. It should be read in conjunction with other relevant policies and procedures.

Dallam School professionals will fulfil local and national responsibilities as laid out in the following documents;

- Working Together to Safeguard Children (Statutory guidance, DfE 2018)
- Guidance for safer working practice for those working with children and young people in education settings (October 2015)

- Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges (DfE September 2020)
- What to do if you are Worried a Child is Being Abused (DfE March 2015)
- Children’s and Families Act 2014
- Children Act 1989 (as amended 2004, Section 52)
- Education Act 2011 s175/157
- Teachers Standards 2012
- Statutory Guidance on Children who Run Away or go Missing from Home or Care (DfE January 2014)
- The Prevent Duty (DfE June 2015)
- The Counter Terrorism and Security Act (June 2015, section 26, The Prevent Duty)
- Female Genital Mutilation Act 2003
- Information Sharing – Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers Safer Recruitment Consortium March 2015)
- Serious Crime Act 2015
- Children Missing Education – Statutory Guidance for Local Authorities (DfE September 2016)

2. OVERALL AIMS

2.1 All students have the right to be protected from harm. The definition of Safeguarding in KCSIE 2020 has been updated include mental and physical harm. It now reads as follows;

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical 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.

Dallam School will contribute to the prevention of abuse by providing students with support which matches their individual needs, including those who may have experienced abuse. Students need to be safe and feel safe in Dallam School. This policy will ensure that

- Safeguarding and Child Protection policies and procedures are implemented
- Standards of behaviour are clear to all members of the school community
- Safeguarding concerns are addressed at the earliest possible stage
- Staff, SWMAT Trustees and LAC Members are aware of the causes of abuse

2.2. To contribute to the protection of students and contribute to the prevention of abuse by ensuring that:

- Students, parents/carers and external agencies participate in the process
- The curriculum includes appropriate work related to safeguarding
- All students feel safe, are treated as individuals and their rights, values and beliefs are respected

2.3. Contributing to supporting our students in the following ways:

- Identifying individual needs.
- Designing plans to meet individual needs.
- Empowering students to identify concerns

- Empowering staff to manage concerns in partnership with students

3. IN-SCHOOL PROCEDURES FOR PROTECTING CHILDREN

3.1. All staff and visitors will:

- Read and be able to confidently articulate the content of Part One and part one Annex A of Keeping Children Safe in Education (DfE September 2020)
- Be familiar with Dallam School's Safeguarding and Child Protection Policy including issues of confidentiality.
- Understand that it is everyone's responsibility to safeguard students and that all students have the right to be protected from harm.
- Remember that student welfare and interests must be of paramount consideration at all times.
- Be alert to signs and indicators of possible abuse. (See appendix one for current definitions of abuse and examples of harm).
- Never promise to keep a secret or confidentiality, where a student discloses abuse.
- Record concerns on a Cause for Concern form (see appendix 4). Staff have blank copies of the Cause for Concern form, which, once completed, must be handed to the designated staff.
- Students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Students are taught to recognise when they are at risk and how to get help when they need it.
- Safeguarding and child protection officers will record concerns using Child Protection Online Monitoring (CPOMS) which conforms to The British Standards Institute (BSI) code of practice on legal admissibility (DISC PD. 008:2004) and Evidential Weight of Information Shared Digitally (ISBN 0 580 42774 9).
- Electronic records on CPOMS for safeguarding and child protection purposes should only be completed by designated safeguarding and child protection officers.
- Deal with a disclosure of abuse from a student in line with the recommendations in Appendix 2 These must be passed to one of the Designated Safeguarding Staff immediately, with a written account. Staff should not take it upon themselves to investigate concerns or make judgements.
- All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates, for example via email and staff meetings/briefings, as required but at least annually. This will provide them with relevant skills and knowledge to safeguard students.
- All staff should be aware of the Early Help process and understand their role in it. This includes identifying emerging problems, liaising with designated staff and sharing information with other professionals to support early identification and assessment.
- Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and inter-agency Child Protection and Child/Student Support Plans.
- Be prepared to identify students who may benefit from early help.
- Be subject to Safer Recruitment processes and appropriate checks whether they are new staff, supply staff, contractors, volunteers etc.
- Be expected to behave in accordance with the Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings (Safer Recruitment Consortium October 2015).

4. THE DESIGNATED SAFEGUARDING STAFF

- 4.1. A list of the Designated Safeguarding Leads (DSL) and safeguarding staff in Dallam School and boarding site can be found in appendix 3
- 4.2. A list of designated safeguarding staff will be visible in the reception area of Dallam School/boarding facilities and on the visitor's information leaflet. Copies will be placed around the school and boarding site in offices and faculty areas.
- 4.3. The DSL is supported by appropriately trained designated staff. Along with the Headteacher, they are responsible for coordinating all child protection activity.
- 4.4. The DSL must ensure that all staff involved in direct case work with vulnerable students where there are child protection concerns/issues, have access to regular safeguarding supervision. The DSL must be aware of pupils who have a social worker and help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff
- 4.5. Where Dallam School has concerns about a student, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- 4.6. The DSL and designated child protection officers are responsible for referring all cases of suspected abuse to Cumbria CSCP and/or Lancashire LSCP. Whilst Keeping Children Safe in Education (DfE September 2020) dictates that anyone in Dallam School can make a referral, wherever possible this should be done by appropriately trained designated safeguarding staff.
- 4.7. The DSL and designated child protection officers will liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989/2004 and police investigations.
- 4.8. Child protection information will be dealt with in a confidential manner. A record/ electronic record will be made of what information has been shared with whom, and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student and/or family.
- 4.9. Once a child protection Cause for Concern form has been passed on to a designated officer, a separate CPOMS record will be kept where the form is scanned, and any responses and outcomes recorded.
- 4.10. A separate CPOMS record must be created regardless of whether formal child protection procedures have been initiated. For some students, this single record may be the only concern held for this student over time at this establishment. For others, further information may be accumulated.
- 4.11. Designated Safeguarding Staff must keep detailed, accurate, secure records of concerns and referrals, which clearly reflect the wishes and feelings of the student.

4.12. If concerns relate to more than one child from the same family at the establishment, a separate record for each student should be created and cross-referenced to the records of other family members. Common records, such as child protection conference notes or Early Help Assessment (a plan that engages the student and their family) should be duplicated for each record. Child protection records will not be kept in one central family record.

4.13. Child protection records will be stored securely in a central place separate from academic records. Individual CPOMS records/records will be kept for each student; Dallam School will not keep family records. Original records will be kept for at least the period during which the student is attending Dallam School, and beyond that in line with current data legislation.

4.14. Access to these records by staff other than the designated safeguarding staff will be restricted, and CPOMS keeps an Audit of access to records which can be reported if required.

5. TRAINING FOR DESIGNATED SAFEGUARDING STAFF

5.1. The DSL should receive appropriate training annually. They should:

- Have responsibility for overseeing any Early Help Assessment and Early Help Plans, ensuring that the principles and responsibility in responding to emerging safeguarding concerns, namely, recording of children's wishes and feelings confidentially, Planning and secure record keeping are applied consistently with these assessments and plans.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments and CAF assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so, including out of term availability as agreed by the Local Safeguarding Partnership (CSP)
- Ensure each member of staff and volunteer has access to and understands Dallam School's Safeguarding and Child Protection Policy and procedures, including new and part time staff.
- Remain alert to the specific needs of students, including those with special educational needs or disabilities, young carers and looked after students.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to students and taking account of their wishes and feelings, among all staff.
- Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

6. RAISING AWARENESS

6.1. The DSL should ensure Dallam School's policies are known and used appropriately in order to:

- Ensure Dallam School's Safeguarding and Child Protection Policy is reviewed annually or in line with changes in government legislation. The procedures and implementation of the policy are updated and reviewed regularly by the SWAMT safeguarding committee.
- Ensure the Safeguarding and Child Protection Policy is available publicly, on the website and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of Dallam School in this.
- Link with the Local Authority and Local Safeguarding Partnership (CSP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

7. CHILD/STUDENT PROTECTION RECORDS

7.1. Child/student protection files/records and Early Help Plan records/records should be held securely in a locked cabinet/CPOMS with only designated officers or Headteacher having access, or in cases of Early Help the nominated lead professional if this is not a child protection officer.

7.2. Child protection records should be held securely, with access being restricted to a designated officer or Headteacher. The information must be kept securely with restricted access, whether paper or electronic.

7.3 The required information includes the following specific items:

- Chronology or CPOMS chronological record;
- All completed Cause for Concern forms;
- Any child protection information received from previous educational establishments; Records of discussion, telephone calls and meetings with colleagues and external agencies or services;
- Professional consultations;
- Letters sent and received with regards to child protection matters;
- Referral forms (sent to CSC or/and other external agencies or education-based services);
- Child protection reports/disclosures;
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, to be copied to the record of each student and family as appropriate;
- Formal plans for or linked to the student, e.g. child protection plans, Early Help or CAF plans, risk assessments etc.
- Minutes of child protection conferences;
- A copy of the child/student protection plan;

7.4 Each child/student protection record should contain a chronological summary or CPOMS chronology of significant events and the actions and involvement of Dallam School.

7.5 When students leave Dallam School or Alternative provision the child/student protection record must be transferred securely and separately from the main student record to the receiving educational establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of The Education (Student Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

7.6 There is no need to keep copies of the child/student protection record, apart from the chronology summary except for:

- Where a student/child transfers out of area or abroad, the original record should be retained by Dallam School and a copy sent.
- Where a vulnerable young person is moving into a further education establishment, consideration should be given to the student's wishes and feelings about their child/student protection record.
- Where the destination school is not known, the original record should be retained by Dallam School.
- Where the student has not attended the nominated school, the original record should be retained by the Dallam School.
- There is any on-going legal action the original record should be retained by Dallam School and a copy sent.

- 7.7 If there is an existing risk management plan/assessment in place for behaviours that are deemed to be potentially harmful to the student or others (for example, self-harm) or harmful sexual behaviours this must be shared with the destination provision prior to the student starting. This will ensure that appropriate care and control measures and risk management can be put in place to mitigate any risk of harm occurring.
- 7.8 Students/child records should be transferred in a secure manner, for example, by hand, recorded delivery and/or via CPOMS migration. When any transfers are made by hand or by recorded delivery, a proof of receipt letter will be included which requires a signature to be returned to Dallam School to record the transfer of files.
- 7.9 If sending by post, students' records should be sent special delivery with a note of the special delivery number recorded to enable them to be tracked and traced via Royal Mail.
- 7.10 For audit purposes, a note of all student records transferred or received should be kept in either paper or electronic format. This will include the student's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.
- 7.11 If a student is permanently excluded and moves to an alternative establishment, child/student protection records will be forwarded onto the relevant organisation in accordance with The Education (Student Information – England) Regulations 2005.
- 7.12 If a parent/carer chooses to Electively Home Educate (EHE) their child, the child protection record must be forwarded to the Access and Inclusion team at Cumbria County Council.
- 7.13 When a DSL resigns their post/no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.
- 7.14 In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the Headteacher to ensure that the new post holder is fully conversant with all procedures and case records.
- 7.15 The DSL receiving current (live) records or closed records must keep all contents enclosed and not remove any material.
- 7.16 All receipts confirming record transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

8 ARCHIVING

- 8.1 Dallam School is responsible for retaining the child/student protection record securely.
- 8.2 The recommended retention period is 35 years from closure when there has been a referral to CSC.
- 8.3 If no referral has been made to CSC the child/student protection record should be retained until the 25th birthday of the student.
- 8.4 The decision of how and where to store these records must be made by Dallam School via the Local Advisory Committee. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. DSL, designated child protection officer or Headteacher.

9 ACCESS TO RECORDS

9.1 Under the GDPR 2018 a student or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

9.2 Student's and Parent's/Carer's Access to Child Protection Records

9.2.1 Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the student or another person.
- could reveal that the student or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interest of the student.
- is likely to prejudice an ongoing criminal investigation.
- if information about the student also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of Dallam School or the Local Authority.

9.2.2 It is best practice to make reports available to the student and their parent/carer unless any of the exceptions described above apply. If an application is made to see the whole record, advice should be sought from Cumbria or Lancashire CSP.

9.2.3 Dallam School report to any child protection conference should be shared with the student, if they are old enough and the parent/carer at least two days prior to the conference.

10 SAFE DESTRUCTION OF THE STUDENT'S RECORD

10.1 Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time).

10.2 Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the GDPR 2018 or they will contain information which is confidential to Dallam School or the Local Authority.

10.3 Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors.

10.4 For audit purposes Dallam School should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept in either paper or an electronic format.

11 INFORMATION SHARING

11.1 When there is a concern that a student is at risk of significant harm, all information held by Dallam School must be shared with CSC, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If Designated Safeguarding Leads are in doubt, they should consult Cumbria or Lancashire CSP

11.2 When information is shared with external agencies and CSC it should be ensured that data and information is shared in a confidential and secure manner. Where possible this should be shared verbally on the telephone or via a face to face handover. If information and data is shared via email or information technology this should be via Egress Switch or secure email servers.

11.3 On occasions when safeguarding concerns exist for a student in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from Cumbria or Lancashire CSP.

11.4 In accordance with section 29 of the Data Protection Act, the police are allowed access to Dallam School records in certain circumstances such as criminal investigations.

11.5 It is good practice to seek consent from the student or their parent/carer before sharing information. Students over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore, it is good practice to seek their views. If the student is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.

11.6 Consent is not always a condition for sharing and sometimes we do not inform the student or their family that their information will be shared, if doing so would:

- places a person (the student, family or another person) at risk of significant harm.
- prejudice the prevention, detection or prosecution of a crime; or lead to unjustified delay in making enquiries about allegations of significant harm to a child, student or serious harm to an adult.

11.7 Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

12 THE SWMAT Safeguarding Governor

12.1 The SWMAT LAC must have a nominated governor for child protection and safeguarding.

12.2 They are responsible for liaising with the Headteacher/designated safeguarding staff over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

12.3 The DSL and named Safeguarding Governor are responsible for providing an annual report to the SWMAT Trustees of child protection activity. The section 175 Audit of safeguarding for the local Authority should be sufficient as an annual report for the SWMAT LAC board and Trustees

12.4 The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority. The return must be signed by the Chair of the SWMAT LAC to confirm that it is an accurate reflection of the safeguarding arrangements of Dallam School.

- 12.5 The SWMAT LAC are responsible for ensuring any gaps in safeguarding practice arrangements identified in the local authority annual review monitoring return are addressed appropriately and in a timely manner.
- 12.6 The SWMAT LAC should have child protection training every 3 years, on their strategic responsibilities to provide appropriate challenge and support for any action to progress areas of weakness or development in Dallam School's safeguarding arrangements.
- 12.7 In the event of allegations of abuse being made against the Headteacher and/or where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Local Authority Designated Officer (LADO) within 1 working day.
- 12.8 Under no circumstances should the SWMAT LAC members or trustees be given details of individual cases in accordance with Keeping Children Safe in Education (DfE, 2020). SWMAT LAC members or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual students.
- 12.9 SWMAT LAC members will ensure that appropriate internet filters and appropriate web use monitoring systems are in place. Students should not be able to access harmful or inappropriate material from Dallam School IT system.
- 12.10 The SWMAT LAC and Trustees of Dallam School ensures that:
- Dallam School has a Safeguarding and Child Protection Policy in place together with a behaviour policy and procedures in accordance with LA/CSP guidelines.
 - Dallam School operates Safer Recruitment procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers.
 - Dallam School has at least one member of the Senior Leadership Team (SLT) designated to lead on child protection issues and at least one designated officer.
 - The Designated Safeguarding Staff have appropriate refresher training every 2 years.
 - The Headteacher and all other staff who work with students will undertake LA training at three yearly intervals. Temporary staff and volunteers are made aware of Dallam School's arrangements for child protection and their responsibilities.
- 12.12 It remedies any deficiencies or weaknesses brought to its attention without delay and has procedures for dealing with allegations of abuse against staff/volunteers.
- 12.13 A member of the SWMAT Trustees (usually the Chair) is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Headteacher.
- 12.14 It reviews its policies/procedures annually and provides information to the LA.

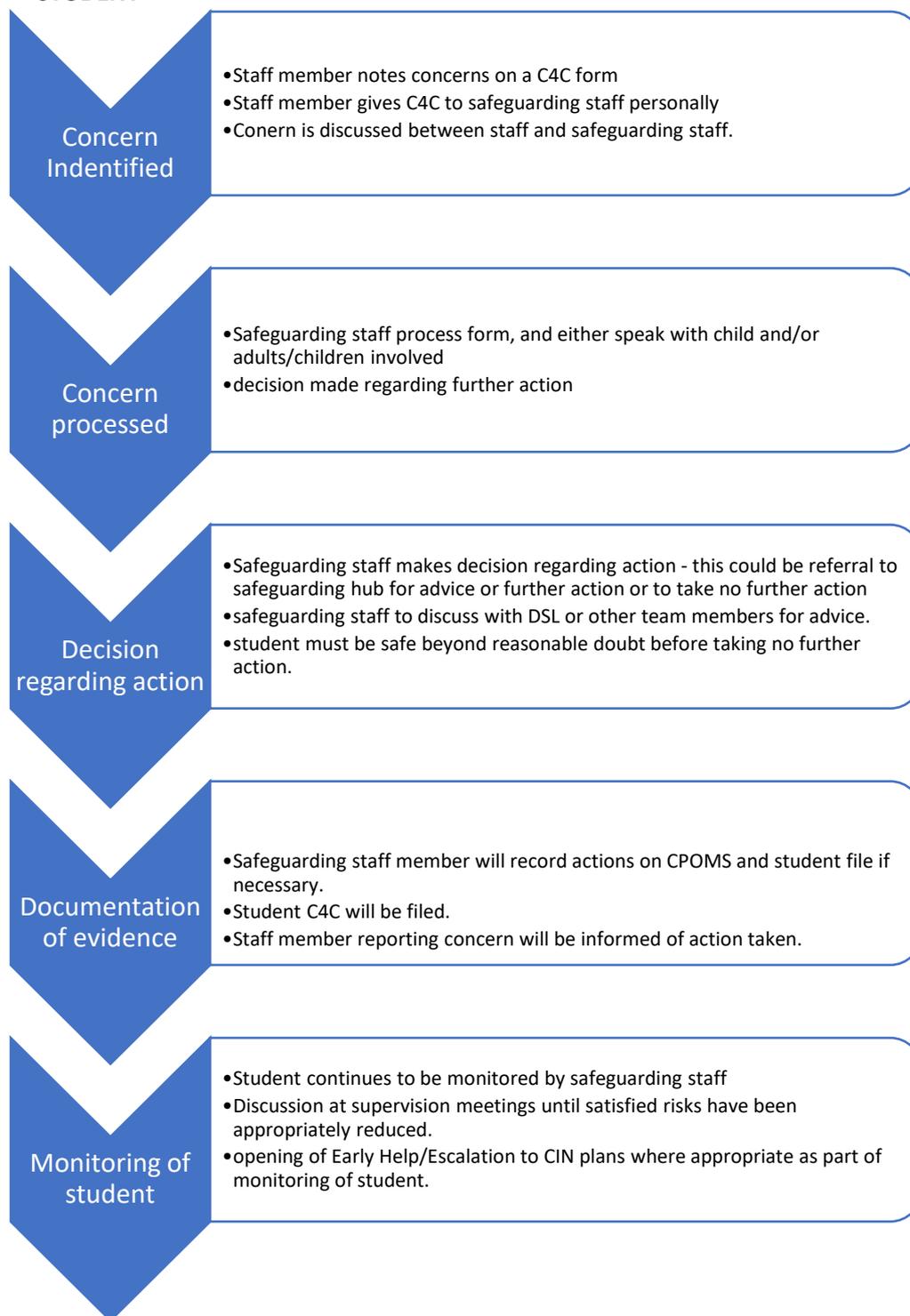
13 THE HEADTEACHER

- 13.1 It is the responsibility of the Headteacher to:
- Liaise with the DSL to share information with regards to vulnerable students and those who are subject to child/student protection plans, child in need plans, early help plans, children looked after and referrals to CSC.
 - Work alongside the DSL to raise awareness of safeguarding, for staff through continuous professional development and for students through the curriculum.

- Ensure that there is a clear line of accountability in Dallam School for the management and supervision of safeguarding and child protection; to ensure that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of students and in order that staff members feel able to raise concerns about the welfare of students.
- Undertake training at least every 3 years in safeguarding and child protection.
- Ensure that Dallam School adheres to Safer Recruitment procedures in line with Dallam School Safer Recruitment Policy and ensure that appropriate checks (Childcare Act (2006) (as amended, 2018)) are carried out on all members of staff and volunteers.

13.2 Where there is an allegation investigation (unless the Headteacher is subject to this allegation) the Headteacher should appoint a case manager who will work alongside Human Resources and DSL to consider the nature, content and context of the allegation and agree a course of action with regards to the investigation.

14 SUMMARY OF IN-SCHOOL PROCEDURES TO FOLLOW WHERE THERE ARE CONCERNS ABOUT A STUDENT



15 WORKING WITH PARENTS/CARERS AND OTHER AGENCIES TO PROTECT STUDENTS

15.1 Involving parents/carers:

15.1.1 Parents/carers should be aware that Dallam School will take any reasonable action to safeguard the welfare of its students. In cases where Dallam School has reason to be concerned that a student may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow the CSP procedures and contact the Safeguarding Hub to discuss their concern.

15.1.2 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the student/child.

15.1.3 Vehicles for informing parents/carers about our Safeguarding and Child Protection Policy are the parent/carers pages on Dallam School website and visitor leaflets. Parents/carers can also request to receive a paper copy of this policy for their reference.

15.2 Multi – Agency Work

15.2.1 Dallam School works in partnership with other agencies in the best interests of the students. Dallam School will, where necessary, liaise with health, other universal, targeted and specialist services, and make referrals to CSC. Contact should be made by the Safeguarding Designated Safeguarding Staff to the Cumbria or Lancashire CSP. Where a student already has a social worker, Dallam School will immediately contact the social worker involved, or in their absence the team manager of the social worker.

15.2.2 We will co-operate with CSC in accordance with the requirements of the Children's Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

15.2.3 We will provide reports as required for these meetings. If Dallam School is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

15.2.4 Where a child in Dallam School is subject to an inter-agency child protection plan or any multi-agency risk management plan, school will contribute to the preparation, implementation and review of the plan as appropriate.

16 OUR ROLE IN THE PREVENTION OF ABUSE

16.1 We will identify and provide opportunities for students to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

16.2 The Curriculum

16.2.1 Relevant issues will be addressed through the Personal, Social, Health, Citizenship and Economic Education (PDEV) and Relationship and Sexual Health Education (RSE) curriculum in PDEV lessons and Assemblies, for example, self-esteem, emotional literacy, assertiveness and power, sexual health and relationship education (including domestic abuse), online-safety, online, bullying, sexting, Child Sexual Exploitation (CSE) Child Criminal Exploitation, Drug misuse and County lines, Female Genital Mutilation (FGM), Forced Marriage (FM), anti-bullying and Hate Crime, so Called Honour Based violence, Mental health, Peer on peer abuse, Preventing radicalisation and teenage relationship abuse;

16.2.2 In addition, relevant issues will be addressed through other areas of the curriculum.

16.3 OTHER AREAS OF WORK

16.3.1 All our policies which address issues of power and potential harm, e.g. Anti-Bullying and Hate Incidents, Equal Opportunities, Teenage Pregnancy and RSE, PDEV and Behaviour for Learning will be linked to ensure a whole Dallam School approach to harm and risk.

16.3.2 Our Safeguarding and Child Protection Policy cannot be separated from the general ethos of the Dallam School, which should ensure that students are treated with respect and dignity, feel safe, and are listened to.

17 OUR ROLE IN SUPPORTING STUDENTS

All staff Dallam School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy using the Cause for concern procedures outlined in this policy.

Dallam School Staff will support students to be safe online, whilst working at school and at home.

At Dallam School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker using the pastoral support structures outlined in this policy to ensure that their needs are met, and where necessary involving multi agency support to ensure that unmet needs are identified and planned for.

17.1 Dallam School will offer appropriate support to individual students who have experienced abuse or who have abused others in the following ways:

- In cases where students/children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the student require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. mentor, key worker) and the student's wishes and feelings. A written outline of the plan will be kept in the child protection record.
- An individual support plan will be devised, implemented and reviewed regularly for these students. This plan will detail areas of support, who will be involved, and the student's wishes and feelings. A written outline of the Individual Support Plan will be kept in the student's student/child protection record.
- Where students have exhibited sexually inappropriate/harmful behaviour and/or exhibited sexually inappropriate harmful behaviour towards others and/or abused others, a record will be created for all incidents and contact made with CSC/police if appropriate. Good practice dictates that there should be a coordinated multi-agency approach, in way of a risk assessment, to respond to their needs, which will include, parent/carers, youth justice (where appropriate), CSC and health.
- We will ensure that the needs of students who abuse others will be considered separately from the needs of their victims.

17.2 Students who abuse others will be responded to in a way that meets their needs as well as protecting others within Dallam School community through a multi-agency risk assessment.

17.3 In cases where children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the pupil require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. mentor, key worker) and the student/child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

17.4 When Dallam School is considering excluding, either fixed term or permanently, a vulnerable student and/or a student who is either subject to a S47 child protection plan or there are/have previously been child protection concerns, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Local Advisory Committee.

18 Students with Additional Needs

18.1 Dallam School recognises that while all children/students have a right to be safe, some children/students may be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

18.2 All professionals will consider the approach to students with additional needs and ensure that the voice of the child is heard first and foremost, and that the consideration of the additional need is secondary to any decision making regarding any disclosure or observation of a young person with an additional need.

18.3 When Dallam School is considering excluding, either fixed term or permanently, a vulnerable student and/or a student who is either subject to a S47 child protection plan or there are/have previously been child protection concerns, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Local Advisory Committee.

19 Children Going Missing from Education

- 19.1 Dallam School acknowledges that a student going missing from education is a potential indicator of abuse or neglect. Staff members must follow the attendance policy and report children going missing in education using the flow chart within the attendance policy..
- 19.2 Students who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Staff members should follow the Dallam School's procedures for dealing with students who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or Child Sexual Exploitation (CSE) and to help prevent the risks of their going missing in future.
- 19.3 We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE 2018).
- 19.4 Where CSE, or the risk of it, is suspected, frontline practitioners should complete a Cause for Concern form and pass onto a member of designated safeguarding staff. The DSL or designated safeguarding lead officer should complete a CSE Checklist (RAT) and refer to the CSP, children's social care and the police, if appropriate, regardless of whether the student is engaging with services or not.
- 19.5 Dallam School will work in partnership with parents/carers and other agencies as appropriate. This may include facilitating return to home interviews as requested by police.

20. STUDENTS LIVING IN SPECIFIC CIRCUMSTANCES

- 20.1 Dallam School follows CSP online multi-agency procedures and will where necessary have due regard to the government guidance on the issues listed below via the GOV.UK website: for children in specific circumstances as outlined below:
 - child sexual exploitation (CSE)
 - child criminal Exploitation (CCE)
 - hate incidents including online bullying
 - bullying including cyberbullying
 - domestic violence
 - substance misuse
 - drugs (and/or those involved in County Lines investigations)
 - fabricated or induced illness (formally Munchausen's by proxy)
 - faith abuse
 - female genital mutilation (FGM)
 - forced marriage gangs and youth violence
 - gender-based violence/violence against women and girls (VAWG)
 - mental health
 - private fostering
 - preventing radicalisation
 - sexting
 - teenage relationship abuse
 - trafficking
 - Poverty
 - Child carers

For further information see: <https://www.gov.uk/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people>

21 CHILDREN LOOKED AFTER (CLA)

- 21.1 The most common reason for CLA is as a result of abuse and/or neglect. governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- 21.2 In particular, they should ensure that appropriate staff have the information they need in relation to a student's CLA legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the student's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- 21.3 The DSL or designated teacher should have details of the student's social worker and the name of the virtual school head in the authority for CLA.

22 FEMALE GENITAL MUTILATION (FGM): THE MANDATORY REPORTING DUTY

- 22.1 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. It will be rare for teachers/boarding staff to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by to discover that an act of FGM appears to have been carried out is used for all professionals to whom this mandatory reporting duty applies.
- 22.2 Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with Dallam School designated staff.

23 PEER ON PEER ABUSE

- 23.1 We recognise that children can abuse their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sexting, initiation/hazing and inappropriate/harmful sexualised behaviours.
- 23.2 Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others a risk assessment must be completed, and contact made with CSC if appropriate.
- 23.3 Good practice dictates that there should be a co-ordinated multi-agency approach through a risk assessment to respond to their needs, which will include, parent/carers, youth justice (where appropriate), CSC and health.
- 23.4 We will ensure that the needs of students who abuse others will be considered separately from the needs of their victims. Students who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

24 PREVENTING RADICALISATION

- 24.1 Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.
- 24.2 The process of radicalisation is different for every individual and is a process, not a one-off event; it can take place over an extended period or within a very short time frame. It is important that staff can recognise possible signs and indicators of radicalisation.
- 24.3 Dallam School acknowledges that students may be vulnerable to exposure or involvement with groups or individuals who advocate violence to a political or ideological end. In addition, students can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with groups and organisations or, increasingly, through the internet, including through social media sites. This can put students at risk of being drawn into criminal activity and has the potential to cause significant harm.
- 24.4 Our curriculum promotes the Modern British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- 24.5 Students are encouraged to express themselves through discussions with staff, each other, and learn about other faiths; they are taught about how to stay safe when using the internet.
- 24.6 Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and Daesh.
- 24.7 Potential indicators identified include:
- Use of inappropriate language
 - Possession of or researching violent extremist literature
 - Changes in behaviour, language, clothing or appearance
 - The expression of extremist views
 - Graffiti/imagery of an extremist nature
 - Advocating violent actions and means
 - Association with known extremists
 - Seeking to recruit others to an extremist ideology
- 24.7 Prevent is part of the UK's counter terrorism strategy, it focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. Prevent is not about ethnicity, religion or ethnicity, the programme is to prevent the exploitation of susceptible people. Responding to concerns.
- 24.8 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the DSL who should contact the Local Channel Officer for advice.
- 24.9 Academies/colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

24.10 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Dallam School will ensure that, as far as possible all front-line staff will undertake Prevent awareness training/Workshop to Raise Awareness of Prevent (WRAP) and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

25. (SO – CALLED) HONOUR BASED ABUSE

25.1 So-called honour-based Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, Forced Marriage (FM), and practices such as breast ironing.

25.2 All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL.

25.3 Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

25.4 If staff have a concern regarding a child that might be at risk of HBA, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place that requires a different approach (see previous section).

26. UPSKIRTING – Students and staff could be subject to upskirting – the taking of images without permission under items of clothing. Any student or staff member victim to this will be supported via the behaviour policy and providing aftercare to negate the effects.

27. A SAFER DALLAM SCHOOL CULTURE

27.1 SWMAT LAC members have agreed and ratified the policy.

27.2 Dallam School Whistleblowing Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

27.3 Safer Recruitment, Selection and Pre-employment Vetting

27.3.1 Dallam School pays full regard and commitment to following the Safer Recruitment, Selection and Pre-employment Vetting procedures as outlined in Keeping Children Safe in Education (September 2018) and in the Dallam School Safer Recruitment Policy.

27.3.2 Dallam School will maintain a Single Central Record which demonstrates the relevant vetting checks required including: identity, qualifications, barred check list including additions to checking section 20 barring lists for all senior and middle leaders, prohibition order and right to work in the UK. (See Safer Recruitment Policy).

27.3.3 Dallam School will ensure that a person who is prohibited from teaching will not be appointed to undertake teaching work.

27.3.4 All recruitment materials will include reference to the Dallam School's commitment to safeguarding and promoting the wellbeing of students.

27.3.5 Dallam School will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training.

27.3.6 Dallam School will ensure that appropriate DBS risk assessments will be undertaken as required.

27.4 Procedures in the event of an allegation against a member of staff or person in Dallam School

At Dallam School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff.

27.4.1 The process for dealing with an allegation made against a member of staff or person in Dallam School is set out in Dallam School Dealing with Allegations against Staff Policy.

27.4.2 These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional, supply teacher or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

27.4.3 Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, Lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards students, sexual harassment, sexual assault and rape.
- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

27.4.4 A list of all those who have undertaken NCSL Safer Recruitment training is recorded. (One of them will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel).

27.4.5 A safeguarding complaint that meets the above criteria must be reported to the Headteacher (case manager) immediately. If the complaint involves The Headteacher then the next most senior member of staff must be informed and the chair of SWMAT LAC

- 27.4.6 The case manager should gather as much information about the alleged incident as possible in order to establish whether there is substance to the allegation. The case manager must use the Local Authority Designated Officer (LADO) notification form in order to assess the level of concern. As part of this initial consideration the case manager should consult with HR. The completed LADO notification form must be sent to lado@cumbria.gov.uk within one working day of the allegation being made. This will assist the case manager and HR in consultation with the LADO to decide on the most appropriate course of action.
- 27.4.7 A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Headteacher/SLT of Dallam School staff/chair of SWMAT LAC (where appropriate) must attend this meeting, which will be arranged by the Local Authority Designated Officer (LADO) within one working day. All issues must be recorded, and the outcome reached must be noted to ensure closure. If a meeting is not called, the LADO will write to all parties involved to notify them of the outcome based on the investigations.
- 27.4.8 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.
- 27.4.9 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with Dallam School Disciplinary Policy.
- 27.4.10 Any staff/volunteers who are dismissed by Dallam School for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where Dallam School has a reasonable belief that the member of staff/volunteer would have been dismissed by Dallam School had they been employed at the time of the conclusion of investigations will be referred to the DBS. Dallam School will keep written records of all the above.

27.5 Training and Support

- 27.5.1 All staff members should be aware of systems within Dallam School which support safeguarding and these will be explained to them as part of the staff induction. This includes Dallam School Safeguarding and Child Protection Policy; Dallam School staff handbook, Dallam School Whistleblowing Policy by the DSL and their cover or nominated deputy.
- 27.5.2 We recognise the stressful and traumatic nature of child protection work. Supervision for all members of staff working on child protection cases will be undertaken in school and regularly recorded.

27.5.3 Designated Safeguarding staff must have attended the SafeHaven level 2 and 3 Safeguarding courses. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness/WRAP training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

27.5.4 Dallam School will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to Dallam School. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education virtual school or face to face training provided during INSET activities via accredited partners.

27.5.5 All new staff and volunteers working within Dallam School will receive child protection training and guidance within the first week of their employment or placement. This will be undertaken by a designated child protection officer. At this time, staff members will also receive a paper copy of Dallam School Safeguarding and Child Protection Policy for their reference.

27.5.6 The Headteacher will attend training at least every 3 years.

27.5.7 SWMAT LAC and Trustee members, including the nominated governor, will attend specific training on their role, updated at least every 3 years.

27.5.8 Training completed will be recorded by Dallam School on the Single Central Record.

27.5.9 Any training accessed through third party/independent providers must reflect the CSP protocols and the CSP minimum standards checklist. This training should be recorded by Dallam School on a separate training matrix.

27.6 **Professional Confidentiality**

27.6.1 Confidentiality is an issue which needs to be understood by all those working with students, particularly in the context of Safeguarding. Dallam School recognises that the only purpose of confidentiality in this respect is to benefit the student.

Appendix One

DEFINITIONS AND INDICATORS OF ABUSE

Reference: KCSIE 2020

NEGLECT

Definition: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child/student dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

PHYSICAL ABUSE

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

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE

- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

SEXUAL ABUSE

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

EMOTIONAL ABUSE

Definition: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may also 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.

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies

- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Masturbation,
- Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis
- Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

CHILD SEXUAL EXPLOITATION (CSE)

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

What do we all need to do?

CSE affects thousands of children and young people across the UK every year. As professionals working with young people in an education, health or social care setting, we all have an important role to play in protecting children from exploitation.

We can do this by the following:

- Identification-We should all become aware of the risk indicators and factors to consider whether a child is at risk of sexual exploitation
- Acting-If someone identifies that a child may be at risk of CSE, they should complete a Cause for Concern and hand this to the Designated Officer at Dallam School. If they are not available contact the Duty and Advice Team to discuss this. If a child is at immediate risk of harm, ring the Police on 999.
- Vulnerability and Risk Management-where it has been recognised that a child is at risk, has been targeted or is being exploited, services should work together to manage vulnerability and risk.

- Disruption -Services should work in partnership to disrupt perpetrator activity. This will include sharing information between the police and services working with children and adults, the business sector and the wider community.

Key Factors to consider when assessing CSE:

- Chronic low self-esteem
- Mental health difficulties/self-harm
- Suicidal thoughts or intent
- Disengagement from school
- Behaviour, exclusion or anti-social behaviour
- Attendance, truancy and going missing
- Being in looked after care and especially residential care
- Bullying/aggressive behaviours
- Lack of communication with parents/carers
- Overly strict/relaxed boundaries
- Domestic abuse in the home
- Breakdown in family
- Lack of warmth/attachment and parental relationship

Examples which may indicate CSE (it is not designed to be used as a checklist):

- Truancy. Regular non-school attendance.
- Excluded, behaviour problems
- Missing/run away.
- Sexualised risk taking, inappropriate dress/change in physical appearance.
- Meeting unknown adults/getting into unknown cars.
- Older partner (+5 years)
- Unaccounted for money, expensive items such as new mobile phone, jewellery
- Contact with risky adults/environments
- Associating with other known sexually exploited children
- Extensive use of mobile phone.
- Evidence of vulnerability through the internet and/or social networking sites
- Coercion/control —Reported limited/reduced contact with friends, family or in placement.
- Disclosure of physical/sexual assault (later withdrawn).
- Sexual health, STI(s), miscarriage(s), termination(s)
- Substance misuse.
- Mental Health—Low self-esteem, self-harm, eating disorder. Attempted suicide.
- Violent behaviour, angry outbursts, offending

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

FEMALE GENITAL MUTILATION (FGM)

FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris and it can happen at any age before getting married or having a baby. Some girls are babies when FGM is carried out. Most girls are aged 5 to 8, but FGM can happen at any age before getting married or having a baby. FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have FGM. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman but it constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases

Long-term Effects

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

There is a low referral threshold for FGM and referrals need to be made at the point of suspicion.

Examples which may indicate FGM (it is not designed to be used as a checklist):

- The student comes from or has family in one of the high risk countries of origin (including that of parents/ grandparents)

- Mother/older sibling has been circumcised
- Family hold positive values about FGM
- Grandmother/elder female has a strong position in the family and is attending the family home or visiting
- The family plan to take the student on a long or extended holiday (key times are linked to school holidays)
- Student verbal clues, for example 'I am going on holiday and when I come back I will be a woman'
- Student have difficulty walking, sitting or standing
- Student spending longer than normal in the bathroom or toilet
- Unusual behaviour after an absence from academy or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

A girl is at immediate risk of FGM if:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.
- She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

There are 3 main levels when risk assessing FGM:

Level 1 –Primary risk factor –country of origin (no referral to social care but awareness of other indicators is a priority)

Level 2 –Primary risk factor + 1 or 2 other risk factors identified (referral to CSC)

Level 3 –Explicit risk factors –child requests help or is travelling home or goes missing from education.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁵ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation

- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

RADICALISATION

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

The Counter Terrorism Act, 2015

The Counter-Terrorism and Security Act places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Schools and colleges which are required to have regard to Keeping Children Safe in Education (DfE, September 2016) are listed in the Act as partners of the Channel panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area. The functions of a panel are:

- to prepare a plan in respect of identified individuals who the panel considers should be offered support for the purpose of reducing their vulnerability to being drawn into terrorism;
- if the necessary consent is given, to make arrangements for support to be provided to those individuals in accordance with their support plan;
- to keep under review the giving of support to an identified individual under a support plan;
- to revise a support plan, or withdraw support under a plan, if at any time the panel considers it appropriate;
- to carry out further assessments, after such periods as the panel considers appropriate, of an individual's vulnerability to being drawn into terrorism

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Three main areas of concern have been identified for initial attention in developing the awareness and understanding of how to recognise and respond to the increasing threat of children/young people being radicalised:

- Increasing understanding of radicalisation and the various forms it might take, thereby enhancing the skills and abilities to recognise signs and indicators amongst all staff working with children and young people;
- Identifying a range of interventions
- Taking appropriate measures to safeguard the wellbeing of children living with or in direct contact with known extremists.

- Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Examples which may indicate radicalisation (it is not designed to be used as a checklist):

- Use of inappropriate language;
- A student being vulnerable for example SEND and contacting unknown adults on social networking sites
- Possession of violent extremist literature;
- Behavioural changes;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.
- Family members express radical ideals
- Being known to frequent places where radical ideologies are discussed

Appendix Two

DEALING WITH A DISCLOSURE OF ABUSE

When a student tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the student. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the student. Assure her/him that you will try to help but let the student know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Young people very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the student that it is not her/his fault.
- Encourage the student to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the student is trying to tell you.
- Praise the student for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the student that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the student may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the student again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the student's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Dallam School DSL or child protection officer without delay, a Cause for Concern form completed, and then following the correct procedures as stated in the guidelines.

Students making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a student who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Lead/ staff or Headteacher.

Appendix Three

Designated Safeguarding Staff



Appendix 4

Cause for Concern Form.



Dallam School

Cause for Concern Form

Confidential

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.

Name of child: Class / Tutor group:

Name of staff member completing form:

Day: Date: Time: Place:
(of observed behaviour / discussion / disclosure)

Nature of incident / concern including relevant background (Record child's word verbatim)

Any adult in school fills in this side of the Cause for Concern Form. Remember to record facts not hunches or opinion. It must be passed to a member of the safeguarding team as quickly as you can.

Signed: _____

Action/Passed to: _____

For: Designated Child Protection Officer Use
Record date and time form was received

Name: _____ Date: _____ Time: _____

Action Taken	By whom	Outcome
Discuss with child <i>Ensure the child's wishes and feelings are ascertained where appropriate.</i>		
Does the Student require Monitoring		
Check behaviour database		
Contact parents Please tick Telephone Call _____ Meeting: _____		
Check SEN Register		
Refer to Social Care		
Other (Please specify)		

The member of the team you passed the form to will then complete the checklist on the reverse. This ensures consistency and that every case is given the same level of care regardless of the concern.

Dallam School Covid-19 Addendum – updated 21/9/2020

1. Introduction

This addendum has been created following the publication of DfE [Guidance for full opening: schools](#) and applies to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units. It is an addendum to the Safeguarding Policy and procedures which in turn complies with statutory guidance [Keeping Children Safe in Education](#) and must be read in conjunction with that Policy and procedures. The safeguarding Policy and procedures is available on the school website or in hard copy on request, as is this addendum.

Although we aim to have all pupils back at school in the autumn, we also need to plan for those who might need to self-isolate; the possibility of a local or national lockdown and how we will ensure the ongoing safeguarding of children particularly those with a Social Worker or who are otherwise vulnerable. During periods of lockdown in a pandemic, whether experienced by the whole community or by individuals who become ill or receive a positive test result for Covid-19 or must self-isolate because they have come into close contact with someone who has, children may be at home for long periods of time and therefore we will turn to, and work in line with this addendum. Information relating to the various tiers of the lockdown process is available in the Government guidance '[Contain Framework: A guide for local decision makers](#)'. Annex 3 of the guide refers to educational settings.

2. Context

Following what was an extremely turbulent spring and summer term 2020, the Government's plan was that all pupils, in all year groups, would return to school full-time from the beginning of the autumn term 2020.

In many respects, the school's existing comprehensive Safeguarding Policy and procedures will revert to being in force throughout as was the case prior to the Covid-19 pandemic. The Policy and procedures have been updated to take account of the revised statutory guidance '[Keeping Children Safe in Education](#)' in September 2020.

This addendum sets out some of the adjustments which may need to be put in place in the event of a local lockdown, periods of self-isolation or where pupils are still shielding because of their medical conditions.

3. The current school position and local advice

At Dallam School (hereinafter referred to as 'the school') the current position is that the school will be open to all pupils in all year groups.

We have a comprehensive risk assessment in place which will enable the school to fulfil its obligations to pupils, staff and parents in a Covid-secure manner. This risk assessment is a dynamic document and subject to change as the pandemic situation changes and particularly in the event of a local lockdown scenario.

4. Vulnerable children/groups

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

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

Senior leaders, especially the Designated Safeguarding Lead (DSL) and deputy know who most vulnerable children are and are also aware of those on the edge of receiving children's social care support.

The School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

There may also be situations where a child is shielding or clinically extremely vulnerable although shielding advice for all adults and children paused on 1 August 2020. This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Guidance on shielding is set out in Gov UK guidance on [shielding and protecting people defined on medical grounds as extremely vulnerable](#). If rates of the disease rise in local areas, children (or family members) from that areas and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent.

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will offer them access to remote education and will monitor engagement with this activity.

Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.

Where parents are concerned about the risk of the child contracting COVID-19, the school DSL/Head teacher or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

5. Attendance and monitoring

Department for Education (DfE) advice is that education settings will monitor attendance as normal in September.

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

6. Safeguarding Arrangements

The school has both a Designated Safeguarding Lead (DSL) and a Deputy DSL as outlined on the first page of our Safeguarding Policy and procedures. If, for any reason, the DSL or deputy DSL is not available to be in school, they will be contactable by telephone or online video via Microsoft Teams.

Once pupils have returned to school, it is conceivable that staff and other adults may identify new safeguarding concerns about individual children as they see them in person following the school's closure period. Should this situation arise, staff and other adults **must** alert the DSL or deputy DSL of their concerns at the earliest possible opportunity. In the absence of the DSL or deputy DSL, the member of staff or other adult must alert the Head teacher or other senior Leader immediately. Any concerns must be recorded in writing in the usual way for recording using the school's normal recording system, however during the time in school where risk assessment is in place to make the school Covid secure, concerns will be forwarded using the SAFEGUARDING email group which will forward concerns of any nature to all members of the safeguarding team without the need for a paper format cause for concern forms outlined in the main Safeguarding policy. This is to facilitate ease of information sharing when staff are moving around the school in a different manner. Resources in the form of additional support for the DSL will be made available should there be an increase in safeguarding concerns with pupils returning to school.

It is important that all our school staff and other adults have access to a trained DSL (or deputy).

In line with our Safeguarding Policy and procedures, DSLs (and deputies) will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

Where, during a period of lockdown, either local or national, a trained DSL or deputy is not on site and not contactable by telephone or online video, the Head teacher (or appropriately trained SLT member) will assume responsibility for co-ordinating safeguarding. This might include updating and managing access to Safeguarding online management system (e.g. CPOMS) or the normal school recording system and liaising with the offsite DSL or deputy and, as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

We will ensure that we have necessary, appropriate and up-to-date Safeguarding information on all our pupils, paying particular regard to those who have are or have been learning at home but have subsequently returned to school. Our records will be updated accordingly as soon as possible so that they remain accurate. This may involve asking parents/carers to make the school aware of any changes regarding their child's welfare, health and wellbeing that the school should be aware of prior to the child returning to school. Parents/carers should inform the school of any new issues which arise once their child has returned to school.

Following a local or national lockdown/period of self-isolation it is conceivable that staff and other adults may identify new safeguarding concerns about individual children as they see them in person following the school's closure period. Should this situation arise, staff and other adults **must** alert the DSL or deputy DSL of their concerns at the earliest possible opportunity. In the absence of the DSL or deputy DSL, the member of staff or other adult must alert the Head teacher or other senior manager immediately. Any concerns must be recorded in writing in the usual way for recording using the school's normal recording system. Resources in the form of

additional support for the DSL will be made available should there be an increase in safeguarding concerns with pupils returning to school.

7. Reporting a concern

Where staff or other adults have a concern about a child, they should continue to follow the procedures outlined in the School's Safeguarding procedures. Staff and other adults are reminded of the need to report any concern immediately and without delay to the DSL or deputy DSL. In the absence of an onsite DSL or deputy DSL, all concerns must be directed to the Head teacher.

Any concerns or allegations made against staff or other adults in the school must be directed to the Head teacher. Concerns or allegations made against the Head teacher should be directed to the Chair of SWMAT LAC in accordance with our existing safeguarding and whistleblowing Policy and procedures. Cumbria Safeguarding Children Partnership (CSCP) have procedures for reporting and dealing with allegations against adults and details of the Designated Officer (LADO) appointed by the Local Authority.

If at any point there is a risk of immediate serious harm to a child a referral will be made Cumbria Safeguarding Hub immediately – **anybody can make a referral**. If a referral is made by a member of staff or other adult, they should inform the DSL or deputy DSL as soon as possible.

Cumbria Safeguarding Hub - 0333 240 1727

E mail: safeguardinghub.fax@cumbria.gov.uk

8. Peer on peer/child on child abuse

We recognise that a revised process may be required for managing any report of peer on peer or child on child abuse and supporting victims.

Where, during a local lockdown or periods of self-isolation, school staff receive a report of peer on peer/child on child abuse either online or in the wider school community, they will follow the principles as set out in part 5 of 'Keeping Children Safe in Education' and those outlined within our Safeguarding Policy procedures.

The school will listen to and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions will be recorded on the normal school recording system and appropriate referrals made.

9. Online Safety

Refer also to Section 11. The school will continue to provide a safe environment, including online.

This includes the use of the Impero online filtering system. Where children and young people are using computers and other IT media in the school, appropriate supervision will be in place.

Any online learning will be delivered in accordance with our Online Safety Policy and procedures and staff/pupil acceptable use agreements.

10. Mental health and wellbeing

We understand that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. We will ensure appropriate support is in place for them.

We will make reference to the DfE guidance on mental health and behaviour in schools in order to identify children who might need additional support, and put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or displaying excessive clinginess. Support for pupils in the current circumstances will include existing provision in the school (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

All our staff and other adults will be made aware of the impact the current circumstances can have on the mental health of those pupils (and their parents) who are continuing to work from home, including when setting expectations of children's' work. The DfE has provided separate guidance on remote education practices during the coronavirus outbreak.

11. Safety of children using online systems remote from school

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with in accordance with our Safeguarding Policy and procedures and where appropriate, referrals will be made to children's social care and as required, the Police. Any member of staff who has concerns about a child must report this to the DSL in the first instance and failing the availability of the DSL, the Head teacher. Online teaching should follow the same principles as set out in the school staff Code of Conduct.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection (GDPR) requirements. The delivery of any live lessons must be agreed with the Head teacher or other senior leader in advance. Consent must be sought from both parents and pupils.

We will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns with the school whilst online e.g. incidents of cyberbullying and we will apply the same child-centred safeguarding practices as if children were learning at school.

The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning. We have reviewed the code of conduct and information sharing policy accordingly. Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.

Staff have been given guidance on livestreaming audio and where possible video streaming lessons. This is to ensure all parties remain safe where live lessons are required. Students have a set of guidance notes which they must follow in order to remain safe online using Microsoft Teams as our platform for online and virtual learning.

Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school.

We also recommend the following to pupils:

- Childline (www.childline.org.uk) – for support
- UK Safer Internet Centre (<https://reportharmfulcontent.com/>) - to report and remove harmful online content

- CEOP (<https://www.ceop.police.uk/safety-centre/>) - for advice on making a report about online abuse

Parents and carers have received information about keeping children safe online with peers, the school, other education sites they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- [Childnet](#) - offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Let's Talk About It](#) - advice for parents and carers to keep children safe from online radicalisation

In addition, the Government has also provided:

- [support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- [support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

12. Supporting children not in school

The school is committed to ensuring the safety and wellbeing of all its children and young people.

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

Details of this plan must be recorded on the school normal recording system as should a record of any contact made. The communication plans can include: remote contact; phone contact; or socially distant door-step visits. Other individualised contact methods should be considered and recorded.

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

We will share safeguarding and Safeguarding messages on the school website and social media pages.

We recognise that school is a protective factor for children and young people and the current circumstances can affect the mental health of pupils, their parents/carers and immediate

family. To this end, we will do everything we can to minimise the effects in relation to any online resources made available to pupils' home learning.

Teachers at our school will be made aware of the above in setting expectations of pupils' work where they are at home.

We will endeavour to support our pupils and their families in the current circumstances using the existing school systems and processes. We will also make reference to DfE guidance mental health and behaviour in schools 2018.

The DfE have also issued advice for parents/carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) outbreak.

Welfare checks will be made on all pupils not in school. The frequency and method of communication will be decided by the Head teacher working with the DSL and SENCO.

Observe this Code at all times.

Remember that your actions could be misinterpreted however well they are intended.

If you have any site concerns about children and child protection then please speak to your employer, or a senior manager of the establishment that you are working in.

Keep yourself and our children safe!

Produced by:



**Kym Allan Safeguarding, Health & Safety Consultants Ltd.
3-4 Citadel Row
Carlisle
CA3 8SQ**

September 2017

Child Protection

**Code of Conduct for
adults visiting or working
on a school site**



260

Keeping Who Safe?

Adults visiting or working on a school site play an important part in the life of a school, whether helping to build or maintain the building or visiting as part of the school's wider community.

We can all play a part in keeping children* safe whilst working on or visiting a school site, regardless of whether you are directly employed by the school, working as a contractor, sub-contractor or in any other role in school.



Keeping children safe is covered by the statutory DfE guidance 'Keeping Children Safe in Education'.

Our actions can sometimes be perceived in a way that was not intended. We want to promote safe working practices for everyone on a school site, whatever your job.

We must also take steps to keep ourselves safe. To keep yourself safe from possible allegations, please follow this Code.....

*Throughout this Code a child is defined as anyone under the age of 18.

Do

- ✓ avoid contact with children;
- ✓ be aware that verbal interaction with children may be interpreted by them as offensive or as harassment, even if this was not your intention;
- ✓ report any unacceptable behaviour from a child;
- ✓ be aware that contact made outside of the school environment as a result of you coming into contact with a child whilst you are on a school site, may have an impact on your employment;
- ✓ stay within the agreed work area and access routes and obtain permission if you need to go outside agreed areas;
- ✓ keep school staff informed of where you are and what you are doing;
- ✓ dress appropriately—shirts to be worn at all times;
- ✓ follow the establishments policies and procedures and the Contractors Safety Information sheet.

Don't....

- ✗ be in contact with children without supervision;
- ✗ instigate verbal or physical contact with children (this applies both on and off site) unless it is appropriate and a part of an agreed reason for your visit;
- ✗ respond to verbal or physical contact from children. If this occurs, or you have any other concerns about behaviour then report it immediately to your supervisor or a member of school staff;
- ✗ give any personal information to any child, for example your name, address, telephone number or e-mail address, this includes access to your social networking site;
- ✗ accept or respond to a child attempting to give you personal information, for example their name, address, telephone number, e-mail address or access to a social networking site;
- ✗ accept physical or verbal abuse from a child. **DO NOT** respond yourself, but report it immediately to your supervisor or a member of school staff;
- ✗ use any school facilities e.g. toilets, changing rooms etc. unless you have been previously authorised to do so;
- ✗ use profane or inappropriate language or express prejudicial or extremist views;
- ✗ use mobile phones or cameras to take or record images of children or others in school.

Activity:	Schools carrying out Home Visits during Coronavirus (Covid-19) Pandemic			School/Setting:	Dallam School
Assessor:	R Surtees	Ref No.:	1	Distribution:	All staff involved in Home Visits
Date:	18/6/2020	Proposed Review Date:	Every 2 weeks during pandemic	Signed:	R.Surtees
Note: Refer also to KAHSC General Safety Series G42 – Personal Safety on Home Visits (https://www.kymallanhsc.co.uk/Document/DownloadDocument/8245)					

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures	Notes/Additional Control Measures	Residual Risk
<p>Spread of Covid-19 virus to others.</p> <p>Any person becoming unwell at work.</p> <p>There is a confirmed case of coronavirus at work/in the home.</p>	Infection spread leading to serious respiratory illness, death	All with whom we have close contact – colleagues, students and their family members	High	<input type="checkbox"/> For details regarding Covid-19 symptoms, high risk groups, shielding, when to self-isolate, test track and trace etc. – refer to the existing school 'Re-opening/Wider Opening Covid-19' Risk Assessment.	Ensure all staff are aware.	Low
Inadequate hand, respiratory and personal hygiene leading to spread of	Infection spread leading to serious respiratory illness, death	All with whom we have close contact – colleagues, students	High	<input type="checkbox"/> For further details regarding hand and respiratory hygiene – refer to the existing school 'Re-opening/Wider Opening Covid-19' Risk Assessment. <input type="checkbox"/> All staff will be reminded to wash their hands often and before leaving home, on arrival at work/a student's home and before and after handling paperwork that has been handled by students/parents, putting on or taking off PPE, eating/drinking,	Regular reminders to build awareness of good handwashing technique & the need to increase frequency, avoid touching your face and to cough or sneeze into a tissue which is binned	Low

Hazard	Risk	Individuals at risk	Risk Ratin	Control Measures	Notes/Additional Control Measures	Residual Risk
Covid-19 virus to others.		and their family members		<p>using the toilet, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wash hands with liquid soap & water for a minimum of 20 seconds and pat dry properly. Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available. <input type="checkbox"/> Minimise the contact on arrival at the home e.g. by calling to inform of your arrival rather than ringing the doorbell. If you must ring the doorbell/knock, sanitise hands after. <input type="checkbox"/> Staff advised to avoid public transport wherever possible – where not possible, staff reminded to be vigilant and not to touch eyes, nose or mouth whilst on or after using public transport and to wash hands (as above) on arrival at work, at any home/setting visited or on return to work/home. It is now mandatory for a face-covering to be worn on all types of public transport. <input type="checkbox"/> Where used in the home, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that strict hand hygiene measures are observed following every visit to the toilet. <input type="checkbox"/> Sneeze into a tissue or sleeve NEVER into hands. Wash hands immediately after (as above). <input type="checkbox"/> Used tissues to be put in a bin immediately. 	<p>safely, or into your arm if a tissue is not available.</p> <p>Stocks of tissues, hand sanitiser and anti-viral wipes provided in a travel pack to staff prior to home visits (sanitiser NOT to be left in vehicles).</p> <p>Either staff provide their own cloth face-covering or are given disposable face-masks for the journeys to and from the home.</p> <p>Where possible staff reminded to not use facilities in students' home such as toilets unless necessary.</p>	
Inappropriate social distancing and cleaning measures followed leading to	Infection spread leading to serious respiratory illness, death	All with whom we have close contact – colleagues, clients	High	<ul style="list-style-type: none"> <input type="checkbox"/> All to observe social distancing in line with government guidance as much as possible - 'Staying alert and safe (social distancing).' <input type="checkbox"/> Wherever possible, find digital or remote alternatives to physical, in-home visits such as video or phone consultations. <p>Prior to Arrival</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prior to arrival gain information on any known, or suspected, cases of COVID-19 in the home. 	Read additional G42 home visits guidance before undertaking home visits.	Low

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures	Notes/Additional Control Measures	Residual Risk
spread of Covid-19 virus to others				<ul style="list-style-type: none"> <input type="checkbox"/> No work should be carried out in a household which is isolating because one or more family members has symptoms or where an individual has been advised to shield - unless it is to remedy a direct risk to the safety of a student. <input type="checkbox"/> When visiting a household where somebody is clinically vulnerable, but has not been asked to shield, e.g. a home resident is someone over 70, prior arrangements will be made with the household: <ul style="list-style-type: none"> - ask that clinically vulnerable occupants to stay in a separate room while the visit takes place. If this is not possible, they should stay as far away from you as possible; - prior arrangements should be made with vulnerable people to avoid any face-to-face contact e.g. when answering the door; - be particularly strict about hand washing and respiratory hygiene. <input type="checkbox"/> Discuss the home environment and working practices with householders in advance (and on arrival) to confirm how the work will be carried out if a physical visit is needed including: <ul style="list-style-type: none"> - keeping 2m distance from staff; - requesting that the meeting be held outdoors if possible. if not possible ask the household to open windows in the room you will meeting in to ensure good ventilation; - ask that households leave all internal doors open to minimise contact with door handles. <input type="checkbox"/> Plan for the minimum number of people needed to visit the home to operate safely and effectively: <ul style="list-style-type: none"> - reduce the number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others) - use a fixed pairing system if people have to work in close proximity - introduce fixed pairing to have the same individuals allocated to a household - limit the number of staff within a confined space to maintain social distancing. <p>Arriving at and leaving a home</p>	<p>Staff to inform DSL of reason for home visit and discuss before agreement is made.</p> <p>Buddy staff to be agreed before visit commences.</p> <p>Visits to be doorstep only where possible, otherwise in gardens - weather permitting.</p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures	Notes/Additional Control Measures	Residual Risk
				<ul style="list-style-type: none"> <input type="checkbox"/> Maintain social distancing wherever possible, including on arrival and departure and ensure handwashing upon arrival. <input type="checkbox"/> Consider travelling to sites alone using your own transport, where insurance allows. <input type="checkbox"/> If staff have no option but to travel together, the following should be encouraged: <ul style="list-style-type: none"> - journeys should be with the same individuals and limited in the number of people travelling per vehicle; - maintain good ventilation, e.g. keeping windows open and passengers facing away from one another to reduce risk of transmission; - staff should wash their hands before getting into enclosed vehicles with others and wash their hands every time they get out. To help with this, staff will carry their own supply of hand sanitiser; - vehicles regularly cleaned using gloves and standard cleaning products, with emphasis on handles and other areas where passengers may touch surfaces; - where possible, we will match workers to households local to them to minimise transportation; - wash hands on arrival and maintain social distancing when entering the home. <p>In-Home Meetings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Only absolutely necessary participants should attend appointments and should maintain 2m separation where possible. <input type="checkbox"/> Keep the visit time involved as short as possible. <input type="checkbox"/> Use back-to-back or side-to-side working (rather than face-to-face) whenever possible. <input type="checkbox"/> Avoid transmission during visits, e.g. from sharing pens and other objects. <input type="checkbox"/> Hold meetings outdoors or in well-ventilated rooms whenever possible. <input type="checkbox"/> Bring your own water bottle or other drink to households. <input type="checkbox"/> Limit the areas visited within the home. 		

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures	Notes/Additional Control Measures	Residual Risk
				<p>Cleaning practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevent transmission by not touching potentially contaminated surfaces. <input type="checkbox"/> Clean shared vehicles between visits or on handover. <input type="checkbox"/> Vehicles taken home by staff to be cleaned frequently and prior to use by another person. <input type="checkbox"/> Reduce transmission through contact with objects that come into or are removed from the home. 		
Inadequate personal protection & PPE leading to spread of Covid-19 virus to others.	Infection spread leading to serious respiratory illness, death	All with whom we have close contact – colleagues, clients	High	<ul style="list-style-type: none"> <input type="checkbox"/> Current Government guidance is that no additional PPE will be required other than that normally used for specific tasks. <input type="checkbox"/> There are some circumstances when wearing a face covering may be marginally beneficial as a precautionary measure. A face covering can be very simple and may be worn in enclosed spaces where social distancing isn't possible. It just needs to cover your mouth and nose. It is not the same as a face mask, such as the surgical masks or respirators used by health and care workers. <input type="checkbox"/> For further details regarding PPE and face coverings – refer to the existing school 'Re-opening/Wider Opening Covid-19' Risk Assessment. <input type="checkbox"/> If any staff use public transport to get to student's homes, staff are advised it is mandatory (from 15/06/20) to wear a face covering. It is important to use face coverings properly (How to wear & make a cloth face covering) and wash their hands before putting them on and after taking them off. 		low

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures	Notes/Additional Control Measures	Residual Risk	
Further Action Required				Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
This risk assessment must be read and followed in conjunction with other applicable risk assessments e.g.: Home Visits, Driving for work purposes; Lone working etc. and: <ul style="list-style-type: none"> • Stay at home guidance for households with possible Covid-19 infection • Guidance on shielding & protecting extremely vulnerable persons from Covid-19 • Staying alert & safe social distancing • Coronavirus (Covid-19) Getting tested- Essential Workers • Coronavirus Covid-19 safer travel guidance for passengers and How to wear & make a cloth face covering • Working safely during Covid-19 in other-peoples-homes • Safe working in education including the use of PPE 				18/6/2020	1/7/2020	N	18/6/2020
					1/9/2020	n	NA