



St Mary's Catholic First School

Safeguarding and Child Protection Policy



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Part of the Bishop Wilkinson Catholic Education Trust
Company Registration Number 07890590

Signed by Chair	Mr T Neeson
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Safeguarding and Child Protection Policy

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1. PURPOSE & AIMS

1.1

The purpose of St. Joseph's R.C Middle School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3

Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1

The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills

2.5

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015) and Local Safeguarding Board Procedures.

3. ROLES AND RESPONSIBILITIES

<u>ROLE</u>	<u>NAME</u>	<u>CONTACT DETAILS</u>
DESIGNATED SAFEGUARDING LEAD (DSL)	MR. GAVIN. SIMPSON	01434 603791 OR 01434 605124
DEPUTY SAFEGUARDING LEAD	MRS KATE SEDDON	01434 603791 OR 01434 605124
NAMED SAFEGUARDING GOVERNOR	MR MARK DOTCHIN	01434 603791 OR 01434 605124
CHAIR OF GOVERNORS	MR TOMAS NEESON	01434 603791 OR 01434 605124

3.1

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

3.2

The Governing Body of St. Joseph's R.C Middle School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.3

The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Local Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s) who is appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated regularly, at least annually.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2020);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4

The governing body will receive an annual safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity and will inform the governing body how the school meets its statutory requirements.

The governing body will also undertake a range of 'safeguarding visits' over the year to monitor compliance within the safeguarding agenda.

3.5

At St. Joseph's R.C Middle School, **the Executive Headteacher is responsible for:**

- Identifying a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL); at St. Joseph's this role is currently undertaken by Mr. Gavin. Simpson (Assistant Headteacher).

- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

3.6

The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of [‘Keeping Children Safe in Education’](#) DfE (2020);

3.7

The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child’s safety or welfare will be recorded in writing (or on CPOMS) and given to the DSL.

3.8

During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

3.9

The School will attend child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children’s Services and other agencies where necessary, and make referrals of suspected abuse to Children’s Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10

The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.11

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

4. TRAINING & INDUCTION

4.1

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one of '[Keeping Children Safe in Education](#)' DfE (2020); and informed who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read these key documents and **fully understand** their responsibility. They will also be provided with the school's recording procedures.

4.2

Every new member of staff or volunteer will receive safeguarding training during their induction period within the first half term of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

4.3

In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '[Keeping Children Safe in Education](#)' DfE (2020); In order to achieve this, we will ensure that:

- All members of staff will undertake appropriate safeguarding training on an annual basis;
- We will evaluate the impact of this training;
- All staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively;

4.4

All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix B).

4.5

The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend appropriate training. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

4.6

Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4.7

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of '[Keeping Children Safe in Education](#)' (2020) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, throughout the school year we will brief staff on key issues identified within Keeping Children Safe 2020.

4.8- Specific Safeguarding Issues:

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

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, and the NSPCC websites. Staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- 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

(FOR FURTHER INFORMATION, SEE APPENDIX C-H)

5. PROCEDURES FOR MANAGING CONCERNS - WORKING TOGETHER TO SAFEGUARD CHILDREN 2015

All staff follow the schools procedures which are consistent with 'Working Together to Safeguard Children 2015' and ['Keeping Children Safe in Education 2020'](#)

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

Identifying children and young people who may be suffering significant harm:

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

Definitions:

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

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

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, 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.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

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

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

- provide adequate food and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

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

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)

- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Responding to Disclosure

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

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead.

Principles:

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgments regarding any person
- alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- complete a cause for concern form on CPOMS (Appendix J)

5.1

St. Joseph's R.C Middle School adheres to child protection procedures that have been agreed locally through [Northumberland Strategic Safeguarding Partnership](#). Where we

identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.

5.2

Every member of staff including volunteers working with children at our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4

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

5.5

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6

All concerns about a child or young person should be reported without delay and recorded in writing using the agreed procedures (CPOMS - See Appendix J).

5.7

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8

All referrals will be made in line with Local Children's Services procedures.

5.9

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Executive Headteacher. Concerns should always lead to help for the child at some point.

5.10

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the Designated Safeguarding Lead, their alternate and the Executive Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Executive Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

5.12

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

5.13

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5.14

At St. Joseph's R.C Middle School, we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (**HBV**) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

5.15

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. 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 in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015). (see appendix D)

5.16

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At St. Joseph's R.C Middle School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Local Channel procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

6. RECORDS AND INFORMATION SHARING

6.1

If staff are concerned about the welfare or safety of any child at our school, they will record their concern on the agreed reporting form (on the school's CPOMS system – see Appendix

J) They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

6.2

Any information recorded will be kept in a separate named file, in a secure cabinet (or CPOMS) and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3

Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

6.4

When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Local Authority.

7. WORKING WITH PARENTS & CARERS

7.1

St. Joseph's R.C Middle School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4

We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8. CHILD PROTECTION CONFERENCES

8.1

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

8.2

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Executive Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3

All reports for child protection conferences will be prepared in advance using the guidance and template report. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In

order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4

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

9. SAFER RECRUITMENT

9.1

We will ensure that the Executive Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Executive Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '[Keeping Children Safe in Education](#)', DfE (2020).

9.2

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

9.3

We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

10. SAFER WORKING PRACTICE

10.1

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2

All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a

situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling must be adhered to.

10.3

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the local procedures and Part 4 of '[Keeping Children Safe in Education](#)', DfE (2020) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a consultation or to make a referral.

11.4

If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Executive Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Executive Headteacher, this will be reported to the Chair of Governors.

In the event that neither the Executive Headteacher nor Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Executive Headteacher or the Vice Chair of Governors.

11.5

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

11.6

Any member of staff or volunteer who does not feel confident to raise their concerns with the Executive Headteacher or Chair of Governors should contact the LADO directly. Further national guidance can be found at: Advice on whistleblowing. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

11.7

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

12. RELEVANT POLICIES

12.1

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

1. Staff Code of Conduct
2. Anti-Bullying Policy
3. Restraint Policy
4. Whistleblowing Policy
5. Attendance Policy
6. E-Safety Policy
7. Health and Safety Policy
8. Equality Issues Policy
9. Supporting Pupils with Medical Conditions

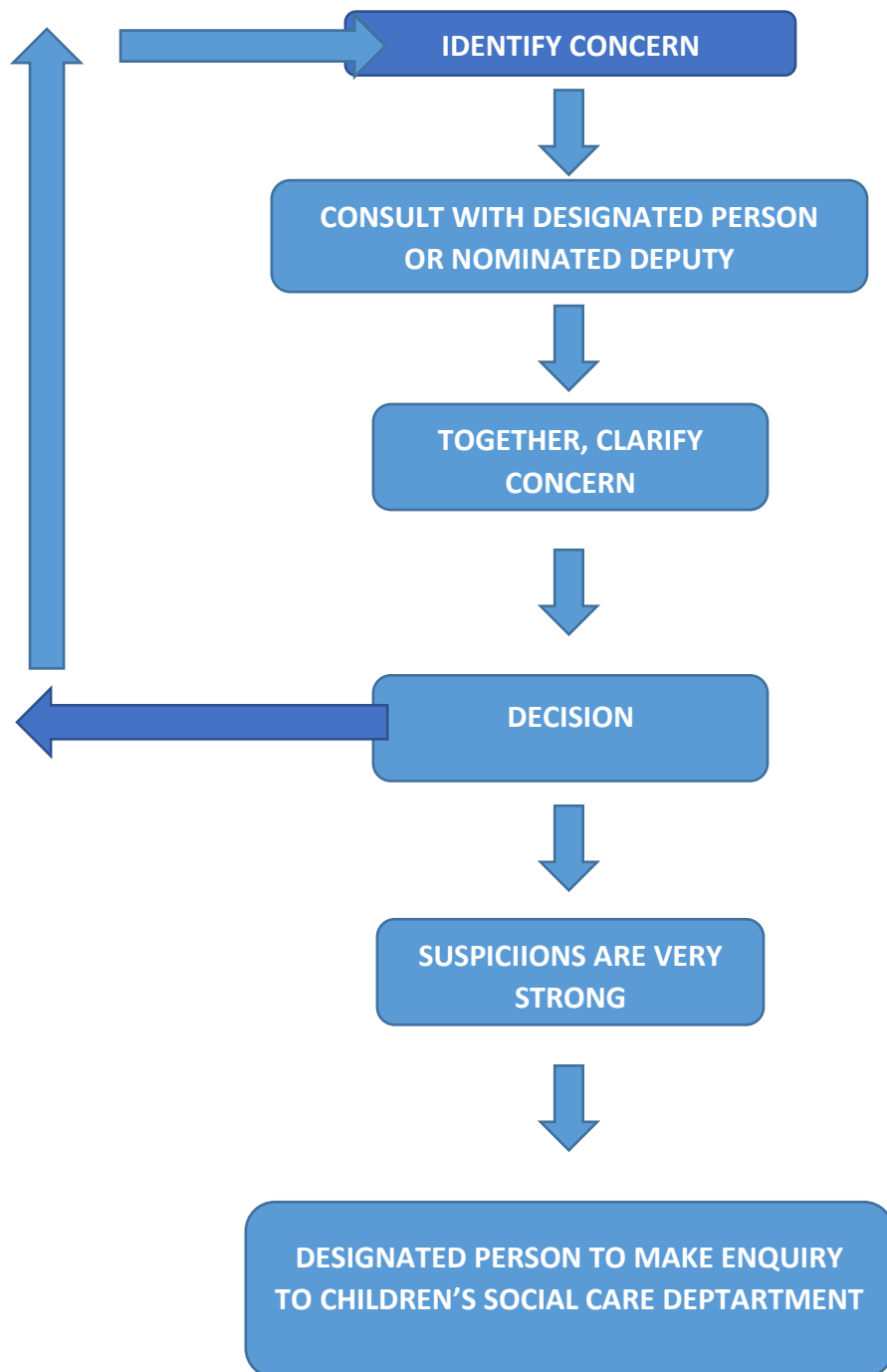
13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2015)
- '[Keeping Children Safe in Education](#)', DfE (2020)
- Local Safeguarding procedures
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015).
- 'What to do if you're worried a child is being abused', DfE (March 2015)
- 'Information Sharing: Advice for practitioners', DfE (March 2015)
- 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (2015)
- 'Mandatory Reporting of Female Genital Mutilation – procedural information', HomeOffice (October 2015)

APPENDIX A – SUSPECT CHILD AT RISK ACTION TO TAKE

Channels of communication should be quick and clear:



Any member of staff who is unhappy with the joint decision made with the Designated Safeguarding Lead can consult with the Executive Head teacher/Chair of governors or seek advice from key staff within the Local Authority

APPENDIX B – SAFEGUARDING INDUCTION SHEET

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the school office or on staff share. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head teacher. If an allegation is made about the Executive Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473. NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

THE PEOPLE WHO YOU SHOULD TALK TO IN SCHOOL ARE:

DESIGNATED SAFEGUARDING LEAD (DSL)	MR GAVIN SIMPSON
LOCATION OF DSL	DEPUTY HEADTEACHER'S OFFICE AT SMFS OR ASSISTANT HEADTEACHERS OFFICE AT SJMS
CONTACT NUMBERS OF DSL	01434 603791 (SMFS) OR 01434 605124 (SJMS)
DEPUTY SAFEGUARDING LEAD	MRS KATE SEDDON
LOCATION OF DEPUTY SAFEGUARDING LEAD	DEPUTY HEADTEACHER'S OFFICE AT SMFS OR DEPUTY HEADTEACHER'S OFFICE AT SJMS
CONTACT NUMBERS OF DEPUTY SAFEGUARDING LEAD	01434 603791 (SMFS) OR 01434 605124 (SJMS)
CHAIR OF GOVERNORS	MR TOMAS NEESON
CONTACT NUMBER FOR CHAIR OF GOVERNORS	01434 603791 OR 01434 605124

SPECIFIC SAFEGUARDING ISSUES

APPENDIX C – CHILD SEXUAL EXPLOITATION

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs) changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress, self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders)
- drug or alcohol misuse
- getting involved in crime / police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

APPENDIX D – FEMALE GENITAL MULTILATION (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure OF FGM:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: partial/total removal of clitoris	Excision: partial/total removal of clitoris and labia minora	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening Child talking about getting ready for a special ceremony:

- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule:

As with Forced Marriage, there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

As KCSIE 2020 now states:

"Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 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 that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions"

APPENDIX E – RADICALISATION

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. Statutory guidance has been published and is expected to come into force on 26th March 2015.

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

Other duties on schools include:

- Effective partnership working with other local agencies, e.g. Local Safeguarding Children Board (LSCB), police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials
- School buildings must not be used to give a platform to extremists

Understanding and recognising risks and vulnerabilities of radicalisation

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.

Possible indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- Advocating violent actions and means
- Associated with known extremists
- Seeking to recruit others to an extremist ideology

APPENDIX F – PRIVATE FOSTERING

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

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

People become involved in private fostering for all kinds of reasons. Examples of private fostering include – Safeguarding Policy for Schools and Education Services - September 2016

- Children who need alternative care because of parental illness
- Children whose parents cannot care for them because their work or study involves long or antisocial hours
- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee children
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children staying with families while attending a school away from their home area

There is a mandatory duty on the school to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

APPENDIX G – CHILDREN MISSING EDUCATION

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions.

The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the local authority of any pupil who is to be deleted from the admission register because he/she:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education)
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within country or moved abroad but failed to notify the school of the change)
- Displaced as a result of a crisis e.g. domestic violence or homelessness
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe s/he will return to the school at the end of that period; or
- Has been permanently excluded

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'

Further information can be found in 'Children Missing Education: statutory guidance for local authorities – September 2016'.

APPENDIX H – PEER ON PEER ABUSE

At St Mary's RC First School, we recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up"

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Bullying
- Radicalisation
- Abuse in intimate friendships
- Children who display sexually harmful behaviour
- Gang associated and serious violence
- Technology can be used for bullying and other abusive behaviour²²

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs.

There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

A difficult feature of peer abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers.

Details some of the complicated reasons children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves.
- The child may have witnessed physical or emotional violence.
- The child may have viewed sexually explicit movies, video games or other materials.
- The child may have just acted impulsively without meaning to harm anyone.
- Peer abuse must be taken extremely seriously for these reasons.

It could be an indicator of even worse abuse going on in the child's home.

Preventing Peer on Peer Abuse:

Peer abuse can be prevented. Adults who work with children must be aware of the potential for abuse between children.

- Having clear robust policies on dealing with key issues such as cyber bullying.
- Ensuring staff and students are aware of the policies.
- Identify any blind spots within the school.
- Supervise and be aware of potential risky areas, tents in play areas etc.
- Pay attention and monitor children who are sneaking off in areas out of view.
- Take steps to prevent isolation.
- Separate children if needed.
- Increase supervision during key times.
- If you suspect a child is abusing another, ensure you pass this onto a Designated Person.
- Where risk is identified having a student risk assessment in place.

APPENDIX I – KEY SAFEGUARDING CONTACTS

<u>SOCIAL CARE (NORTHUMBERLAND)</u>	
ADDRESS	PHONE NUMBER(S)
Children's Services Dene Park House Corbridge Road Hexham, Northumberland NE46 1HN	Tel: 01434 611499 Out of hours Emergency Duty Team: Tel: 0345 6005252

<u>LOCAL AUTHORITY DESIGNATED OFFICER - LADO</u>	
CONTACT DETAILS	PHONE NUMBER(S)
Adam Hall Adam.hall01@northumberland.gcsx.gov.uk LDAO@northumberland.gcsx.gov.uk	Tel: 01670 623979

<u>LOCAL AUTHORITY DESIGNATED OFFICER - LADO</u>	
CONTACT DETAILS	PHONE NUMBER(S)
Adam Hall Adam.hall01@northumberland.gcsx.gov.uk LDAO@northumberland.gcsx.gov.uk	Tel: 01670 623979

<u>POLICE / LAW AND ORDER</u>	
CONTACT DETAILS	PHONE NUMBER(S)
Hexham Police Station Shaftoe Leazes, Hexham Northumberland NE46 3DG	Tel: 101 or 0191 214 6555
Prevent team Email: specialbranch@northumbria.pnn.police.uk	Tel: 101 ext 63854
Anti-Terrorist Hotline	Tel: 0800 789 321

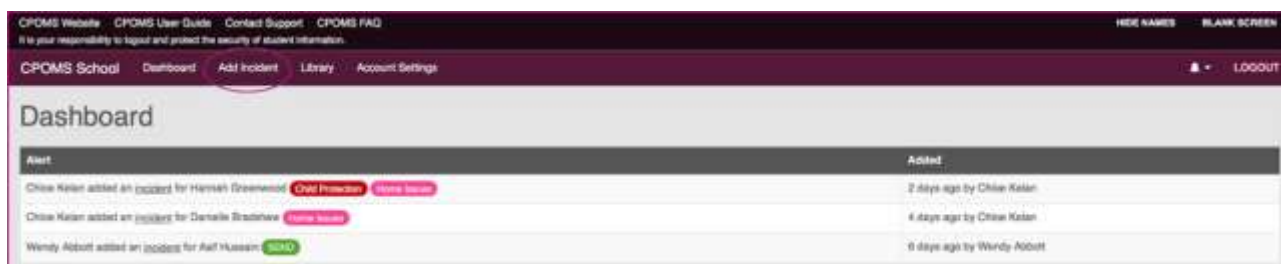
<u>EDUCATION</u>	
CONTACT DETAILS	PHONE NUMBER(S)
Missing Children in Education Team	Tel: 0191 277 4500
Education HR Team	Tel: 0191 277 4500

<u>OTHER CONTACTS</u>	
CONTACT DETAILS	PHONE NUMBER(S)
NSPCC Whistleblowing Helpline	Tel: 0800 800 5000

CYPS (Children and Young Peoples Service) Villa 9, Northgate Hospital, Morpeth, Northumberland, NE61 3BP	Tel: 01670 394 256
Education Welfare Officer - Sharon Ratcliffe	Tel: 01670 622800

APPENDIX J - LOGGING AN ON INCIDENT CPOMS

To add a new incident to the system click on the 'Add Incident' link at the top of your screen.



This will take you to the incident page where you can proceed to fill in all the required information.

- Firstly, select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name, click the red 'X' delete button to choose an alternative.
- Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.
N.B When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.
- After you have filled in all of the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one).
- You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.

- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.
- Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.
- Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively, you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).
- If you would like to attach a document to support the incident e.g. a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment, or drag a file from one of your folders to upload.
- Next, you can add any agency names to the incident to make others aware of which agencies are involved with this pupil.
- Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

The screenshot shows the 'Add Incident' form in the CPOMS system. The form is divided into several sections: 'Student' (with a search bar), 'Location' (with a dropdown menu), 'Date/Time' (with a date and time picker), 'Body Map' (with two human figures labeled 'Front' and 'Back' for marking), 'Alerts' (with a search bar and an 'Add' button), 'Attachments' (with a 'Browse' button), and 'Agencies' (with a search bar). A red circle highlights the 'Add Incident' button at the bottom of the form.

APPENDIX K – KEY CHANGES TO ‘KEEPING CHILDREN SAFE IN EDUCATION’ (2020)

In Keeping Children Safe in Education 2020, the DfE comment:

“We have made changes in three circumstances. Firstly, where legislation has required it e.g. reflecting mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2020. Secondly, where we have helpful additional information that will support schools and colleges protect their children e.g. mental health, domestic abuse, child criminal and sexual exploitation and county lines. Finally, important clarifications which will help the sector better understand and/or follow our guidance.”

SUMMARY OF KEY CHANGES

Key changes in part 1:

- The proposal in the draft for some staff to have a shortened read of the guidance has been dropped – the same requirements as 2019 apply (Part 1 and Annex A).
- There is rewording of the guidance (para 21) around extra-familial harm, removing the links to contextual safeguarding but emphasising that “children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.” Para 28 goes on to add emphasis on Child Sexual Exploitation and Child Criminal Exploitation.
- Children’s mental health is added to the guidance, ensuring that staff should consider when this might become a safeguarding concern.
- Concerns about staff are widened to include supply staff, reflecting changes in Part 4 that schools hold a responsibility to fully explore concerns about supply staff.
- Where a head teacher is also the sole proprietor of an independent school it is now mandatory to report to the LADO.

Key Changes in Part 2:

- There is a link to the National Police Chief’s Council guidance on when to call the police to ensure calls are appropriate and timely.
- The guidance refers to the Relationships Education, Relationships & Sex Education and Health education guidance and the safeguarding implications of this. We’ve a separate page on this important area.
- The emphasis has shifted from simply “allegations” to thinking about “safeguarding concerns and allegations”. Settings should have an approach that recognises concerns tend to grow and may be apparent before someone makes an allegation.
- The particular vulnerability of children who have a social worker is recognised. This relates to the research on “What Works in Education for Children who have social workers”.
- Findings from the Children in Need review, ‘Improving the educational outcomes of Children in Need of help and protection’ contains further information; the conclusion of the review, ‘Help, protection, education’ sets out action Government is taking to support this.
- The guidance notes (para 113) “Schools and colleges have an important role to play in supporting the mental health and well being of their pupils” and asks that settings have in place clear systems and processes to identify these needs, and to consider when they become a safeguarding concern. DSLs may wish to familiarise themselves with the guidance on Mental health & behaviour in schools, particularly Chapter 4 which talks about developing local partnerships and ensure they know how to access training for themselves and staff in their local area. The DfE highlight funding for a significant programme to train senior mental health leads and the roll out of the Link Programme.

- Much was removed from the draft 2020 guidance as the DfE recognise the immense pressures on schools in the summer of 2020. The changes had been informed by the Review of children in need last summer and no doubt will be coming on the horizon once life settles down. It is worth referring to the original draft 2020 guidance (February 2020) to see what is coming. More information can be found in the mental health and behaviour in schools guidance.

Key Changes in Part 3:

The only change in this section is the reference to statutory guidance on private fostering.

Key Changes in Part 4:

- The responsibility to manage allegations about supply teachers is made clear, so they still ensure allegations are dealt with appropriately when they are not the employer. Schools cannot simply cease to use this teacher. Processes should be developed to manage this akin to the disciplinary procedure and the school should advise supply agencies of its process for managing allegations.
- A fourth bullet point has been added to the criteria for the LADO so schools must work with other agencies to investigate when who has worked at the school has “behaved or may have behaved in a way that indicates they may not be suitable to work with children”.

Key Changes in Annex A:

- The potential for children to be exploited when missing education is emphasised. Staff need to be aware of your unauthorised absence and children missing from education procedures.
- Child criminal exploitation is defined and included, together with some of the indicators. Child sexual exploitation is very much seen through the lens of child criminal exploitation. A link is added to Child sexual exploitation: guide for practitioners.
- The wording around County Lines has been revised and improved.
- Wording around domestic abuse has been revised and improved. There is reference to Operation Encompass and the National Domestic Abuse Helpline with other references to the NSPCC, Refuge and Safe Lives also added.
- Honour-based violence is better termed Honour-based abuse.
- A definition of terrorism has been added, a sentence amended to clarify radicalisation and a link made to the Channel guidance. There is a link to the Prevent e-learning and additional guidance.
- Peer on peer abuse is amended to Peer on peer / child on child abuse, recognising that sometimes this abuse is not between peers.
- The Voyeurism (Offences) Act came into force on 12 April 2019 and so has now been referenced in the definition of ‘upskirting’.

Key Changes in Annex B:

- DSLs should work closely with senior mental health leads.
- The order of wording around “Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care” has been corrected – it had slipped under a paragraph referring to ‘informal training’, so it is now clear your training needs to be up to the mark! We’ll be looking to run some skills sessions later in the year – join the Safeguarding Bulletin (below) for more information when these are ready.
- DSLs should help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns. We will be writing more on this area soon – it is good news and long overdue.
- The transfer of child protection files rules apply to in-year transfers.
- One other crucial area dropped from the draft guidance is Safeguarding Supervision for DSLs. Supervision, however, is still a requirement in the inspection framework and in Working Together so schools should look to implement this. Read our page on Safeguarding Supervision for more.

Key Changes in Annex C:

- The section on online safety has been improved and links added.

THERE WERE NO CHANGES TO ANY OTHER SECTIONS