This School is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

PARKSIDE SCHOOL

SAFEGUARDING POLICY

(including Prevent)

This policy is applicable to the whole school, including the Early Years Foundation Stage (EYFS)

Edition: 1 October 2021

Policy owner

NJP (DSL)

Monitoring, Evaluation and Review

THIS POLICY IS MONITORED, EVALUATED AND REVIEWED ON AN CONTINUAL BASIS BY THE SENIOR LEADERSHIP TEAM; ON A TERMLY BASIS BY THE GOVERNORS' SAFEGUARDING GROUP AND BY THE FULL BOARD OF GOVERNORS WHO CONDUCT AN ANNUAL REVIEW.

29	1.9.21	Major review: KCSIE 2021 changes added	SLT	2.9.20
28	7.5.21	Termly review	Gov. Safeguarding Group	14.5.21
27	5.5.21	Termly review – NJP/DRW	SLT	6.5.21
26	29.1.21	Termly review	Gov. Safeguarding Group	29.1.21
25	24.1.21	Termly review – NJP/DRW	SLT	25.1.21
24	1.1.21	Covid-19 review – NJP/DRW	SLT	4.1.21
23	1.10.20	Termly review	Gov. Safeguarding Group	9.10.20
22	28.9.20	Further review	SLT	1.10.20
21	6.9.20	Update using Surrey SP policy template	SLT	1.10.20
20	1.9.20	Major review: KCSIE 2020 changes added	SLT	1.9.20
19	7.5.20	Termly review	Gov. Safeguarding Group	7.5.20
18	28.4.20	Addendum COVID-19 added	SLT	29.4.20
17	16.4.20	Remote Learning issues added	SLT	23.4.20
16	5.2.20	Termly review	Gov. Safeguarding Group	6.2.20
15	26.1.20	Further review	SLT	26.1.20
14	28.11.19	Major review: Governors Annual review	Board of Governors	28.11.19
13	10.10.19	Termly review	Gov. Safeguarding Group	10.10.19
12	7.10.19	Further KCSIE update added	SLT	7.10.19
11	2.9.19	Major review: KCSIE 2019 changes added	SLT	2.9.19
Review	**Date**	**Detail**	**Reviewer**	**Agreed**

PARKSIDE
SCHOOL

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NB. In *Word* this document has headings navigation capabilities

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1. Introduction

Parkside School (the School) is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

2. Scope of this Policy

- The safeguarding and promoting the welfare of children is everyone's responsibility. Staff should consider, at all times, what is in the best interest of the child.
- In this policy "we" means the School.
- Wherever the word "staff" is used, it covers all staff on site, including temporary staff, contractors, volunteers and governors.

3. Statement of Intent

The safety and welfare of all our pupils at Parkside School is our highest priority. We wish to support each child's development in ways that will foster security, confidence and independence, while providing a safe and secure environment in which they feel valued and respected and are able to achieve their full potential.

In all matters relating to safeguarding and child protection, the School will follow:

- the procedures laid down by our local authority Safeguarding Children Partnership (LSCB), which is the **Surrey Safeguarding Children Partnership (SSCP)**, (our LADO is **Rosalind South or the Duty LADO on** 0300 123 1650, C-SPA 0300 470 9100 C-SPA@surreycc.gov.uk), together with -

- the latest DfE guidance contained in *Keeping Children Safe in Education* (September 2021*) (*KCSIE*), *Use of Social Media for Online Radicalisation* (July 2015) and *Working Together to Safeguard Children* (July 2018) (*WT*). *KCSIE was previously updated in January on leaving the EU but is still referred to as September 2020.

A full list of publications used in the writing of this policy can be found in Appendix 1.

All members of staff have a duty to safeguard our pupils' welfare and must always therefore familiarise themselves and comply with this policy.

All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

All staff must be vigilant with regards to *PREVENT,* serious violence and Female Genital Mutilation (FGM). (See Appendix 2)

4. Definitions

- **A child**: As in the *Children's Acts* 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.
- **Safeguarding:** protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best possible outcomes.
- **Child Protection:** preventing and responding to violence, exploitation and abuse against children.
- **Harm:** ill-treatment or impairment of health and development, including for example, impairment suffered from seeing or hearing the ill-treatment of another. To decide whether harm is significant, the health and development of the child is 'compared with that which could **reasonably be expected of a similar child'**. If a child is at risk of or suffering significant harm, a referral to social care should be made immediately.
- **Children in need:** these are children who require additional support from one or more agencies. These children should be subject to an inter-agency assessment, including use of the Common Assessment Framework (CAF) and Team around the Child (TAC) approaches.

5. Role of the Governing Body

The Governing Body takes seriously its responsibilities under *Section 175 of the Education Act 2002* and *Section 87 of the Children's Act 1989* to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the school to identify, assess and support those children where there are concerns about a child's safety and welfare. This is done in line with the latest iteration of *WT,* through effective implementation of the Safeguarding Policy and procedures and effective communication and good cooperation with local agencies.

The Governors of the School will ensure that policies, procedures and training are effective and are compliant with the law.

The Chairman of Governors, **Robin Southwell**, is contactable by email (southwellr@parkside-school.co.uk) or by telephone (01932 862749, ask for the Bursar, **Andy Fernando**) by all staff.

This, and the email address of the Governor responsible for Safeguarding, **Celia Gregory** (gregoryc@parkside-school.co.uk / 01932 862749 ask for the Bursar), are prominently displayed in the Staff Rooms.

The Governors will ensure that the School contributes to interagency work where appropriate, for example supporting pupils and staff with the implementation of child protection plans.

The Governors will consider how children may be taught about safeguarding, including online, through the curriculum and PSHEE/RSE. Particular attention will be paid to school practices to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet. The Governors will ensure that procedures and practices in the School take account of local authority arrangements.

The Governors must appoint a senior member of staff to lead on safeguarding as the Designated Safeguarding Lead (DSL) who is on the Senior Leadership Team, will liaise with the local authority and other agencies and is given the time and training to support staff on child welfare and safeguarding matters.

The Governors will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority. This includes ensuring that a designated member of staff has responsibility for their welfare and progress and has up to date assessment information from the local authority, the most recent care plan, contact arrangements with parents and delegated authority to carers, and that this information is available to the DSL.

The Governor responsible for Safeguarding, **Celia Gregory**, is nominated to liaise with the local authority or other agencies in the event of allegations of abuse being made against the Head. This Governor is also responsible for taking the lead in relation to responsibility for the School's safeguarding arrangements.

All Governors must complete a safeguarding course. Refresher courses will be set up with the DSL or an outside agency, an online course set up by **Highspeed training** is acceptable in the interim for Governors and volunteer staff who are unable to attend the said training.

The Governing Body undertakes an annual review of the School's Safeguarding Policy and procedures and of the efficiency with which the related duties have been discharged.

The DSL will work with the Governor responsible for Safeguarding, **Celia Gregory,** in carrying out the annual review and the minutes of the review, as shared with the full Governing Body, will reflect both the breadth and depth of the review. (The DSL, together with the Head of IT [E-safety], Assistant Head and Bursar, meet at least termly with the Governor responsible for Safeguarding, **Celia Gregory,** to discuss issues concerning safeguarding within the School as the Safeguarding Group).

The Governors are aware that they have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

6. Designated Safeguarding Lead (DSL)

Nick Procter, DSL / Head of Pastoral Care, (proctern@parkside-school.co.uk / 07784280090/ 01932 862749 ask to speak to the DSL) is the School's DSL. He has completed the required Child Protection Foundation Training delivered through SSCP. He will undertake other training as required by the local authority, including update training every two years.

The name of the DSL is clearly displayed in the School with a statement explaining the School's role in referring and monitoring cases of suspected abuse and/or risk to a child. See the School's Safeguarding statement, "Safeguarding children at Parkside School":

- **Nick Procter**, DSL, Head of Pastoral Care (proctern@parkside-school.co.uk / 01932 862749 ask to speak to the DSL);
- **Madeline McMurdo**, Deputy Head and Head of Pre-Prep and EYFS (mcmurdom@parkside-school.co.uk / 01932 862749 ask to speak to the Deputy Head) is also trained as a Deputy DSL;
- **Annie Jackson,** Deputy DSL, Pre-Prep teacher (jacksona@parkside-school.co.uk / 01932 862749 ask to speak to the Deputy DSL).

Both the DSL and the deputies attend regular courses with child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years and they have a job description for their safeguarding roles and key activities. Their training meets the requirements of the latest iteration of *KCSIE*.

The DSLs are given sufficient time, funding, supervision and support to fulfil their child welfare responsibilities effectively.

7. Role of the Designated Safeguarding Lead

The role and responsibilities of the DSL according to *KCSIE, Annex B*

To:

- be fully conversant with the local authority and School's Safeguarding Policy and procedures;
- be available to all School staff for consultation on child protection matters and ensure they have access to and understand the School's Safeguarding Policy and procedures, especially new and part time staff;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them;
- liaise with and inform the Head [**Nicole Janssen** (The Head) (office@parkside-school.co.uk / 01932 862749 ask to speak to the Head)] of issues, especially ongoing enquiries under *Section 47 of the Children Act 1989,* and any Police investigations;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- ensure that appropriate action is taken in the School and procedures are followed in all cases of actual or suspected child abuse and refer all cases of suspected abuse to the local authority Children's Social Care - C-SPA and the LADO, DBS and the Police, if a crime has been committed;
- keep detailed, accurate, secure written records of concerns and referrals. Information is kept in a locked cabinet in the DSL's office (the Head has a key to the cabinet);
- compile a record of pupils in the School who are on the Child Protection Register (CPR) and to keep this updated as notification is received and to liaise with other professionals in ensuring that children on the CPR are monitored;
- where appropriate, take part in child protection conferences and reviews or at least to ensure that another key member of staff attends. Where that is not possible, to provide a report to the conference from the School (however, the presence of School staff is vital because of their close involvement with the child);
- inform the relevant Social Work Manager of the child. The Social Work Manager must notify their Trust Director of Social Work Assistant Director of Safeguarding of the child when a child on the CPR moves to another school and to inform the new school of the child's status on the Register;
- forward all documentation and concerns to the new school when a pupil leaves;
- ensure that all DSLs receive training to keep updated on developments and that they are aware of training opportunities with SSCP;
- obtain access to resources and attend any relevant or refresher training courses;

- work alongside the Head of IT, **Alex Gainer**, to monitor online use and E-safety;
- work with the Governors and ensure the School's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly;
- meet at least termly with the Safeguarding Governor, **Celia Gregory**, via the Safeguarding Group meetings;
- ensure the Safeguarding Policy is available on the School's website and parents are aware of the fact that referrals about suspected abuse or neglect may be made;
- ensure that the curriculum offers opportunities for raising pupils' awareness and developing strategies for ensuring their own protection.

8. Safer Recruitment Procedures

The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children which are given in *KCSIE Part Three: Safer Recruitment* and acts at all times within the latest iteration of the *Independent School Standards Regulations* (ISSRs).

Our selection and recruitment of staff includes verification of identity, qualifications and a satisfactory enhanced DBS check for their suitability for work as documented in the School's *Recruitment and Selection Policy*.

These checks will also be carried out on staff with a break in service of more than three months or where staff, since their initial appointment to a position not requiring a disclosure, have moved to work which requires significantly more responsibility with children.

Our selection and recruitment of members of teaching and non-teaching staff at the School, including part-time staff, temporary, supply and visiting staff, such as musicians and sports coaches are subject to the necessary child protection checks before starting work. All governors, volunteers and contractors, such as cleaners and caterers, working regularly during term time, are also subject to the relevant statutory checks.

The School follows *KCSIE* supplementary advice that we do not allow people to work at the School, (including the EYFS setting if they are 'disqualified'. This also applies to people working with children under the age of 8 outside of school hours, including breakfast clubs and after school care.

The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children or adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. The DfE has advised that relevant connections are not considered 'spent' in this connection.

The School has asked existing employees working in the early and later years provision and those who are directly concerned in the management of such provision to provide the relevant information about themselves. This is done by self-declaration. This advice does not apply to volunteers and governors.

The School asks for this information as part of its pre-employment checks at the short-listing stage (as appropriate), which it undertakes upon appointment of new staff. Please refer to our (Safer) Recruitment and Selection Policy.

9. Staff obligations

All staff are required to notify the School immediately if there are any reasons why they should not be working with children. This will include notification of any convictions, cautions, court orders, reprimands or warnings they may receive. Please see a list of the relevant offences set out here:
https://www.gov.uk/government/organisations/disclosure-and-barring-service/series/dbs-referrals-guidance--2

We recognise that it is a key role of the school to support children and that the school may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation.

The School encourages staff to be aware of the attitude that "it could happen here" where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

The School will monitor all pupil absences from School and promptly address concerns about irregular attendance with the parent/carer.

10. Induction, Training and Teaching of Safeguarding

a. Induction and Training

- All new members of staff, including part-time, temporary, volunteers and governors are provided with safeguarding awareness training at Staff Induction, on the day they start the School. Included in their starter pack: the School's Safeguarding statement, "Safeguarding children at Parkside School" which gives the identity of the DSL; the School's Safeguarding Policy; the Staff Code of Conduct and a copy of *Part One and Annex A of KCSIE*.
- All new staff will be made aware of who the DSL is, **Nick Procter** (proctern@parkside-school.co.uk / 07784280090, ask to speak to the DSL). They will be informed of the role of the DSL and how he can be contacted in an emergency and how to contact his deputies in his absence.
- All contractors, who have regular direct contact with pupils, undergo the DBS check and also receive: the School's safeguarding statement, "Safeguarding children at Parkside School"; the School's Safeguarding Policy; the Staff Code of Conduct and a copy of *Part One and Annex A of KCSIE*.
- New governors are also provided with safeguarding awareness through online training via **Educare**. They are required to also complete the *PREVENT* online course and to have read *Part One and Annex A of KCSIE*. Where possible they will also attend INSET safeguarding training with staff.
- This training makes clear to all staff, their professional and personal duty to report safeguarding concerns to the DSL, or in the absence of action, directly to local children's services (referral details given in **Procedures for dealing with allegations or concerns about a child, in accordance with locally agreed inter-agency procedures).** (see below and about C-SPA in Appendix 4)
- During Induction, staff will be made aware of the *Whistleblowing Policy*. A copy of the Policy will be made available for all new staff.
- All staff will also be made aware of online safety (*E-Safety Policy*), pupil behaviour (*Discipline and Behaviour Management Policy*) and staff behaviour (*Staff Code of Conduct*).
- This training is carried out by the DSL, or an outside agency and will be updated, in line with SSCP advice, to maintain their understanding of the signs and indicators of abuse.
- The DSL and Bursar keep records and certificates of all training undergone by staff within the School. The Bursar will ask to see copies of all paperwork relevant to safeguarding children from all contractors working at the School.
- Staff will receive regular updates in regards to safeguarding as minuted in staff briefing and meetings.
- Staff are updated and trained termly on safeguarding in INSET sessions.
- SLT discuss safeguarding issues and updates on a weekly basis (see SLT minutes) which is then disseminated to staff as appropriate.

b. Opportunities to teach 'safeguarding'

- Staff and governors should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach many not be appropriate for all children, and more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

11. 'PREVENT' (see Appendix 2)

The School takes measures to prevent pupils to be drawn into terrorism. Outside speakers are vetted and supervised (see Appendix 3) and the School ensures suitable filtering through the internet is in place. The School teaches pupils about online safety in accordance with our IT Acceptable Use Policy and the School follows the guidance as shown in *KCSIE* together with the latest iteration of the *Revised Prevent Duty Guidance for England and Wales*. The School takes the training of staff with *PREVENT* awareness seriously. All staff in all areas of the School, Governors, permanent, part-time and voluntary are required to complete the online training course below and provide proof of training through certificate. http://www.elearning.prevent.homeoffice.gov.uk/ The School has decided that all existing staff shall refresh *PREVENT* on a three-yearly cycle.
The Channel Police Practitioner for North Surrey is **Dave Stewart,** ID number: 13708 (01484 571212 ext. 36914).
DfE dedicated line for non-emergency advice for staff and governors: 02073 407264 /
counter-extremism@education.gis.gov.uk

Prevent Referrals Process - Surrey CC update from **24 September 2018**. (See Appendix 2)

12. What is abuse?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to prevent harm. There are four types of abuse - definitions are from the latest iteration of KCSIE *(Part One and Annex A)*.

a. Physical:

- A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Signs can include (but are not restricted to)**: bruising, burns, fractures, particularly with no reasonable or consistent explanation for the injury.

b. Emotional:

- The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Signs can include (but are not restricted to)**: inappropriate knowledge of adult matters such as sex, alcohol and drugs; extreme emotional outbursts; sleep difficulties; bed wetting; inappropriate language; lack of parental attachment; lack of social skills; self-harm.

c. Sexual: (See Appendix 7)

- 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 the outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, upskirting [now a criminal offence], 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.

- The sexual abuse of children by other children is a specific safeguarding issue in education. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sharing of nude and semi-nude images.
- **Signs can include (but are not restricted to)**: talking about sexual acts or using sexually explicit language; having sexual contact with other children; using toys or other objects in a sexual way; becoming withdrawn or clingy; physical signs such as anal or vaginal soreness or unusual discharge; showing adult-like sexual behaviour; public masturbation; pregnancy; sexually transmitted diseases. (See Appendix 6)
- **Child Sexual Exploitation**: is a form of child sexual abuse. (see Appendices 2 and 6 for further information)

d. Neglect:

- The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- Neglect may occur during pregnancy as a result of maternal substance abuse.
- Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Signs can include (but are not restricted to)**: medical needs not being met; not registered with a GP; not going to the dentist despite dental problems; numerous accidental injuries; underweight but eats well; poor attendance; frequent tiredness; unsupportive parents; hunger.

In addition to these signs other general indicators of abuse can include: disclosure of abuse; inconsistent explanations for injuries; unusual behaviour (either extreme or model); delayed development; reluctance to go home or being openly rejected by parents or carers.

The DSL regularly checks attendance. The School is very aware of the importance to monitor children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

13. Mental Health

All staff should also be 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and the designated safeguarding lead or a deputy should be informed.

14. Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, the NSPCC offers information for schools on the *TES website* and on its own website www.nspcc.org.uk.

Schools can also access government guidance on the issues listed below via the GOV.UK website: (See Appendix 2)

- bullying including cyberbullying
- child sexual exploitation (CSE)
- children missing education (CME)
- children with family members in prison
- children who run away or go missing
- domestic violence (DV)
- drugs
- fabricated or induced illness

- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence
- hate
- honour based' abuse (HBA)
- peer on peer abuse
- private fostering
- radicalisation
- teenage relationship abuse
- trafficking and modern slavery
- violence against women and girls (VAWG)
- sharing of nude and semi-nude images

All staff should have an awareness of safeguarding issues that can put children at risk of harm.

Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sharing of nude and semi-nude images 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);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment (including 'upskirting' – now a criminal offence '*Voyeurism (Offences) Act*' came into force on **12 April 2019**.
- sharing of nude and semi-nude images, and
- initiation/hazing type violence and rituals.

All staff should be clear as to the School's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's Social Care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

15. The letting of school property to private residents

There are **two** houses available for letting by private residents. These residents are subject to the enhanced DBS check.

16. One to One Teaching ('121')

1:1 teaching takes place on a regular basis in the Learning Enrichment (SEND) and Music Departments for individual SEND / music lessons. The doors to the rooms, in which this teaching takes place, all have large windows.

In situations where staff throughout the School are giving one to one tuition, it is recommended that they inform another member of staff about the tuition and keep the door to their classroom open, in order to protect all involved. See *Staff Code of Conduct*.

For any sessions taught remotely staff see the Home Learning Face-to-Face Sessions – Teacher Protocols (Appendix) need to record 121's in Zoom etc. This is as much to protect the staff as the pupil. Unfortunately, historic cases show us that children can come forward with an accusation, months, even years down the line (up to the age of 25) so the School's policy is to record 121 sessions. When staff have a 121 session with a pupil, they should be informed that, for safeguarding purposes only, you have to record the session (these should then be stored on CURA). Note: all live data will be stored according to the rules around GDPR and Data Protection.

17. Procedures for dealing with allegations or concerns about a child, in accordance with locally agreed inter-agency procedures

The School prides itself on creating an environment where staff feel able to raise concerns, however small, and are supported in their safeguarding role. All staff have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. All members of staff and governors know how to respond to a pupil who discloses abuse through the delivery of their safeguarding awareness training at Induction and then refreshed at regular intervals.
Staff are all trained to understand the importance of children receiving the right help at the right time, in order to address risks and prevent issues escalating; the importance of acting on and referring the early signs of abuse and neglect; keeping clear records; listening to the views of the child; reassessing concerns when situations do not improve; sharing information quickly and challenging inaction.

All staff should be able to reassure victims that they are being taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- A clear and comprehensive summary of the concern
- Details how the concern was followed up and resolved
- Note of any action taken, decisions reached and the outcome.

Early Help (See also Appendix 4)

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the *Data Protection Act 2018*. If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

If early help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

If a child is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make this referral. If the referral is not made by the DSL, then she must be informed as soon as possible. If in any doubt where to make the referral, google "reporting child abuse to your local council" and follow the guide.

Contact 999 if a child is at immediate risk or 101 if you think a crime has been committed. (See Appendix 4)

Staff members are also alerted to the particular potential vulnerabilities of 'Looked After Children' and 'Previously Looked After Children'.
Allegations of abuse may be made against a member of staff, a governor, a pupil, a parent or other person connected to the school.

18. If a disclosure of abuse is made to a member of staff by a child they must:

- Listen carefully;
- Keep an open mind;
- NOT ask leading questions;
- Reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information on to the DSL, so that action can be taken quickly;
- Keep a clear record of the conversation, including the date, time and place of the conversation, what was said and in whose presence;
- The record should be signed by the person making it and should use names not initials;
- This should then be passed to the DSL, who will take the necessary action;
- Safeguard and preserve all evidence (for example scribbled notes, mobile phones containing text messages, clothing, computers etc.);
- If a crime may have been committed, the matter should be reported to the Police.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in School, are required to report instances of actual or suspected child abuse to the DSL. This includes abuse by anyone, including another pupil or pupils or a member of staff (see below).

The DSL will report safeguarding concerns to the Head.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral is made to:

C-SPA Children's Single Point of Access – Surrey branch (0300 470 9100) Email: C-SPA@surreycc.gov.uk /
Secure email: C-SPA@surreycc.gcsx.gov.uk. See full contact detail and information in Appendix 4.

For children in need of additional support from one or more agencies, the School will liaise with the external agencies as required, following inter-agency assessment using local processes, including use of the CAF and TAC approaches. Decisions to seek support for a child in need would normally be taken in consultation with parents and pupils.

The School recognises that parental consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

If for any reason the DSL is unable to deal with a safeguarding issue, all staff are responsible for following local procedures, and are fully aware of what these are. (See Appendix 4)

If abuse is suspected a referral should be made to the Surrey C-SPA team. This contact can also be used for informal advice on borderline cases.

If at any point the DSL and the Head are unavailable staff must go straight to the C-SPA team or the LADO to report any incident (our LADO is **Rosalind South or the Duty LADO on** 0300 123 1650, C-SPA 0300 470 9100 C-SPA@surreycc.gov.uk)

If a child is in immediate danger, phone 999.

More information on making a referral can be found at:
education.safeguarding@surreycc.gov.uk or 01483 518158

Staff are aware of the importance of reporting all concerns, however small, and understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

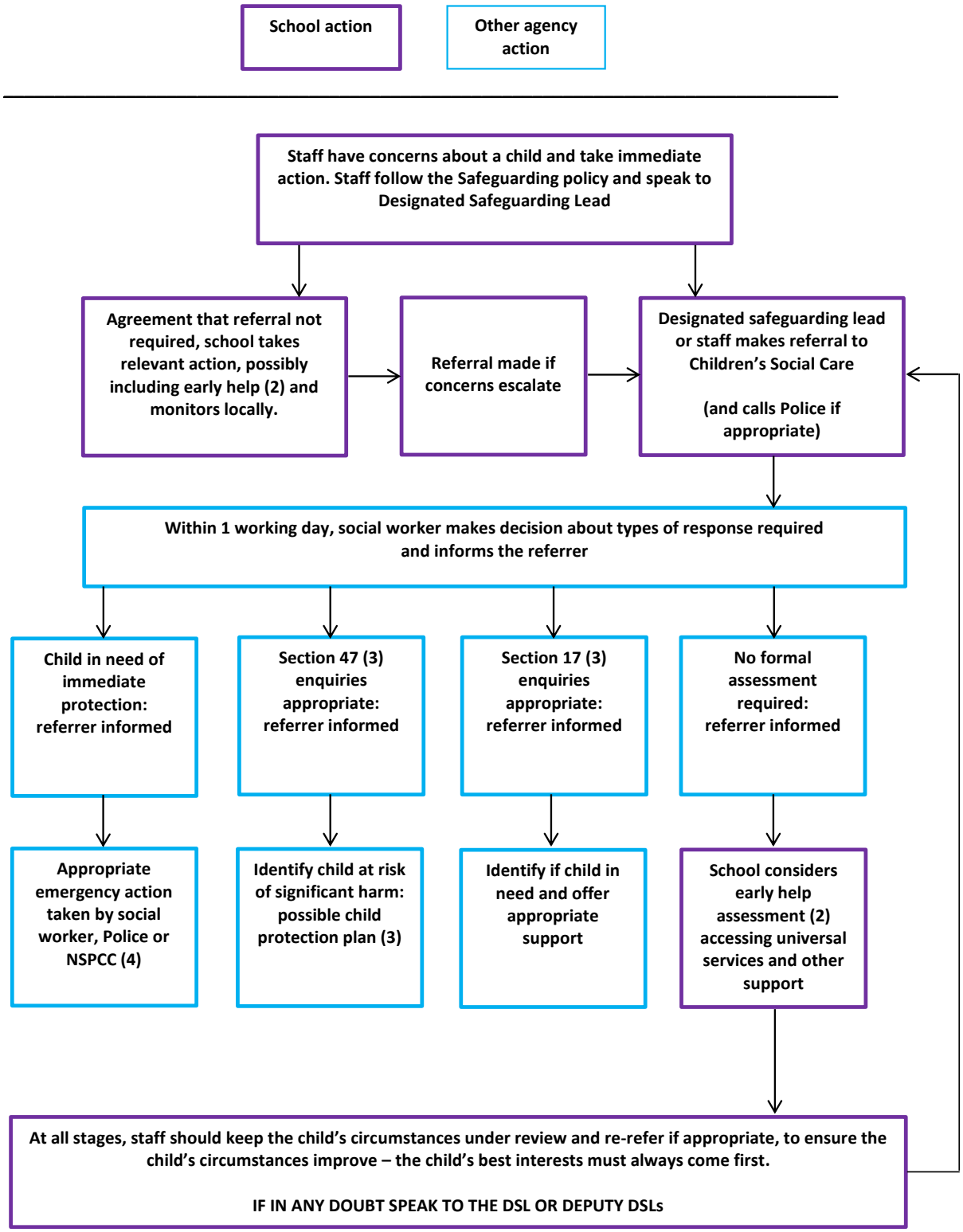
Action Plan about a child in need or at risk

- **Concerns/child in need > act immediately.> DSL > early help/pastoral support/Children's Social Care**
- **Child at risk > DSL > Children's Social Care / Police if crime committed > immediate action**
- **All staff are aware that they may make a direct referral if required**

See overleaf for No.19

19. Actions where there are concerns about a child

FLOW CHART FOR CONCERNS



20. Allegations made against / concerns raised in relation to Teachers, including Supply teachers, other staff, volunteers and contractors.

a. Allegations that may meet the harm threshold
b. Concerns (such as low-level concerns) that do not meet the harm threshold

Procedures for dealing with an allegation or concern of abuse against staff are carried out in accordance with *KCSIE*. All allegations/concerns are to be reported straight away to the Head.

All school staff should take care not to place themselves in a vulnerable position with a child and are encouraged to read the latest iteration of the *Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings* at Induction.

There is a separate *Staff Code of Conduct* which all staff are aware of, providing clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

In School, all staff mobile phones must be turned off or on silent and kept in their bags/coats. Phones may only be checked at break time in the staff room and never in the rooms when children are present. Staff are responsible for ensuring that mobile phones brought into School or the Nursery do not hold inappropriate or illegal content.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately speak to the DSL, who will inform the Head, who on all such occasions will discuss the allegation with the LADO (**Rosalind South or the Duty LADO on** 0300 123 1650, C-SPA 0300 470 9100 C-SPA@surreycc.gov.uk).

If the Head is not available, the DSL should make the report to the Chair of Governors (**Robin Southwell** southwellr@parkside-school.co.uk or by telephone 01932 862749, ask for the Bursar). Priority will be given to the allegation in order to reach a quick resolution and all unnecessary delays will be eradicated.

The Head, on all such occasions, will not conduct an investigation before discussing the content of the allegations with the Duty LADO, which should be done within one working day of the allegation being made. In borderline cases discussions with the LADO can be held informally and without naming the school or individual.

During the initial contact with the LADO, the nature, content and context of the allegation will be discussed, and a course of action will be agreed, including any Police involvement. Discussions should be recorded in writing and communication with both the individual, against who the accusation has been made, and the parents of the child/children agreed. The school will consider carefully whether the circumstances of the case warrant suspension or whether an alternative arrangement should be put in place. The school will give due weight to the views of the LADO and the policy when making a decision about suspension.

Under no circumstances will we send a child who has made an allegation home, pending an investigation, unless this advice is given exceptionally, as a result of consultation with the LADO.

If the allegation made about a member of staff concerns the Head, the person receiving the allegation will immediately inform the Chair of Governors (**Robin Southwell**) who will make contact with the LADO, without notifying the Head first.

If the allegation made is against the DSL this must be reported immediately to the Head and or Chairman of Governors (**Robin Southwell**) who will make contact with the LADO, without notifying the DSL first.

An allegation of abuse may be referred by the LADO to a Strategy Meeting, involving representatives from the School and SSCP. A Strategy Meeting also covers any urgent formal strategy discussion, which may take place between the Police, social care and education managers prior to the first meeting.

There are restrictions on the reporting and publishing of any allegations against teachers, so the School will make every effort to maintain confidentiality and guard against unwanted publicity, up to the point where a person is

charged with an offence or the DfE / Teaching Regulation Authority (TRA), publish information about an investigation or a decision in a disciplinary case. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context. Any member of staff found not suitable to work with children will be notified to both the DBS and the TRA for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer. The DBS referral criteria must have been met, that is, they have caused harm or posed a risk of harm to a child.

The School is committed to making this report within one month of the person ceasing to be used. This means: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible.

Failure to make a report constitutes an offence. "Settlement (Compromise) agreements" cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. If dismissal does not meet the threshold for DBS referral, separate consideration should be given to a TRA referral where a teacher has been dismissed (or would have been dismissed if he/she had not resigned) and a prohibition order may be appropriate. Further guidance is published on the TRA website:
Teaching Regulation Agency (TRA): misconduct.teacher@education.gov.uk / 020 7593 5393

The reasons that this might be considered are: unacceptable professional conduct; conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence. If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. All staff must be aware that in the case of serious harm, the Police should be informed from the outset. The School, in all cases, will seek advice from the LADO concerning referral in writing.

Action Plan for allegations against staff including DSL and Head

• **Staff, Volunteers**	**> DSL**	**> Head**	**> LADO**
• **DSL**	**> Head**		**> LADO**
• **Head**	**> Chair/Safeguarding Governor**		**> LADO (w/out informing Head)**
• **School must not investigate before referral to LADO**			

c. Low-level concerns
The term low-level concern does not mean insignificant. A low-level concern is a concern, however small, examples include:

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a 1:1 basis in a secluded area or behind a closed door; or
- Using inappropriate sexualised, intimidating or offensive language.

21. Dealing with allegations of abuse by one or more pupils against another pupil

a. Peer on Peer (child on child) Abuse
Allegations of abuse by one or more pupils against another pupil (Peer on Peer abuse) when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm are taken very seriously. Staff must be aware of the forms of abuse – bullying (including cyberbullying), gender-based violence, sharing of nude and semi-nude images and banter.

Staff must follow the Anti-Bullying Policy. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL, who will inform the Head. The DSL will consult with the relevant social care referral point C-SPA (see Appendix 4) and the Governor responsible for Safeguarding, **Celia Gregory,** where appropriate. We appreciate that abuse is abuse and will never be tolerated or passed off as "banter, "just having a laugh" or "part of

growing up". We recognise that all peer on peer abuse is unacceptable and will be taken seriously. There are different forms of peer on peer abuse such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sharing of nude and semi-nude images (also known as youth produced sexual imagery/sexting); and
- initiation/hazing type violence and rituals.

We would not normally send the alleged victim home, pending such an investigation, without consultation with the SSCP, the Police or other agencies. Suspension of the pupil, against whom the allegation has been made, needs careful consideration, and the Head will seek advice from the SSCP before deciding on the course of action to be taken. Pupils alleged to have sexually abused another should be subject to a risk assessment for their continuing education on site, in consultation with the SSCP.

All children involved, whether perpetrator or victim, should be treated as "at risk" in recognition of the fact that children who are abusers may be victims of abuse themselves and will certainly need additional support from the school and possibly other agencies. We acknowledge that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported. The School believes that there is always a zero-tolerance approach to abuse.

b. Parents

All parents/carers are made aware of the responsibilities of staff members and the School with regard to safeguarding procedures through publication of the *Safeguarding Policy* on the School website and *Parent Handbook.*

22. Sharing of nude and semi-nude images (Youth produced sexual imagery) (Sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. The sharing of nude and semi-nude images refers to both images and videos where:

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

All incidents of this nature should be treated as a safeguarding concern and in line with the *UKCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.*
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving sharing of nude and semi-nude images they should follow our Safeguarding procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the sharing of nude and semi-nude images.

All staff should be aware that behaviours linked to issues such as drug-taking and/or alcohol misuse, deliberately missing education, consensual and non-consensual sharing of nude and semi-nude images/videos can be signs of a child at risk.

The DSL should hold an initial review meeting with appropriate School staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/Police if;

- the incident involves an adult;
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- the imagery involves sexual acts;
- the imagery involves anyone aged 12 or under, and
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Head, to respond to the incident without escalation to Children's Social Care or the Police. In applying judgement, the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there are other circumstances relating to either the sender or recipient that may add cause for concern e.g. difficult home circumstances, and
- the child has been involved in incidents relating to sharing of nude and semi-nude images.

If any of these circumstances are present the situation will be escalated according to our safeguarding procedures, including reporting to the Police or Children's Social Care. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of sharing of nude and semi-nude images, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

23. The fulfilment of other safeguarding and welfare responsibilities

a. Supporting children, promoting awareness and prevention

We recognise that a child who is abused or witnesses violence may feel helpless, ashamed and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We support all our children by encouraging self-esteem and self-assertiveness, through the curriculum as well as their relationships, whilst not condoning aggression or bullying. We promote a caring, safe and positive environment and liaise with a range of support services and agencies involved in safeguarding children.

b. Children with special educational needs and/or disabilities (SEND)

Children with SEND can face additional safeguarding challenges. Governing bodies and proprietors should ensure their Safeguarding Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This 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 SEND can be disproportionally impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

c. Pastoral care

We have a strong pastoral tradition in the School which is designed to foster the spiritual, cultural, moral and social development (SMSC) of all our children encouraging any child to discuss any difficulties they may be experiencing with a member of staff.

Each classroom has a "Who Can I Turn To?" sheet which clearly outlines who they can talk to if they so wish, including a school email (ask@parkside-school.co.uk) linked straight to the DSL, and Childline contacts. Each child has a Form Teacher whom they meet with on a regular (daily) basis. In Form time (depending on age) discussions and activities take place focusing on a wide range of pastoral and PSHEE/RSE issues.

In Years 3-8, the Form Teachers deliver PSHEE/RSE in Form time – material is suitable for the different age groups. Throughout the school day and across the curriculum, children learn about how to adjust their behaviours to reduce risk, whether this be physical or emotional, and in addition to this the IT department works hard to teach children about the risks of using technology and the internet. Children also learn about appropriate social behaviour and how to treat others with respect. Assemblies and Form time are frequently used to discuss bullying including cyber-bulling.

We hope that by establishing and maintaining an ethos and environment where children feel secure, able to talk to their teachers and by equipping them with the tools they need to stay safe, we will go some way in preventing children coming to harm.

d. Supporting Staff

We recognise that staff working in the School who have become involved with a child who has suffered harm or appears likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

e. Safeguarding concerns

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime and that such concerns will be taken seriously by the SLT.

Should a member of staff or volunteer feel unable to raise an issue with their employer or feel that their genuine concerns are not being addressed, other channels are open to them.

- Follow our *Whistleblowing Policy*.
- Guidance can be found at: *NSPCC Whistleblowing helpline. Tel. 08000 280285 Email: help@nspcc.org.uk*

https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

f. Physical intervention

This policy has regard to the latest iteration of HM Government Guidance *"Use of reasonable force in schools"*. We acknowledge that staff have a legal power to use reasonable force. Physical intervention must be necessary and proportionate to the level of risk and will be used as a last resort. Such events should be recorded and signed by a witness. The event should be discussed with the DSL and Head. We understand that physical intervention of a nature which causes injury or distress may be considered under child protection or disciplinary procedures. We understand that force may never be used as a punishment. We recognise that touch is appropriate in the context of working with children and staff are directed towards "*Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings"* to ensure they are clear about their professional boundaries.

g. Bullying

Our *Anti-Bullying Policy* is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures, in particular when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL, the SSCP and, if necessary, the Police.

h. Cyberbullying

The School's *Anti-Cyberbullying Policy* is set out in a separate document and acknowledges the growing threat of online bullying. We also acknowledge that to allow or condone cyberbullying may lead to consideration under safeguarding procedures, in particular when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL, the SSCP and, if necessary, the Police.

i. Health and Safety

The School's *Health and Safety Policy* is set out in a separate document and reflects the consideration we give to the protection of our children physically within the school environment.

j. E-Safety & IT Acceptable Use Policies including [School] Mobile Phone Policy and EYFS Mobile Phone and Camera Policy

The above policies acknowledge the risks associated with technology and access to the internet, and the procedures in place to protect children and adults against these and to enable children and adults to protect themselves.

The staff are regularly trained and updated by the Head of E-Safety. (Alex Gainer, gainera@parkside-school.co.uk) They are required to sign that they have read, understood and agreed to comply with the *Staff IT Acceptable Use/E-Safety Agreement* in the IT Acceptable Use Policy. Under **no** circumstances must Mobile Phones or any personal device be used in the EYFS environment for recording images of pupils. Please refer to EYFS Policy for the use of cameras and mobile phones and Use of Images Policy (whole school).

24. Domestic Abuse

Domestic abuse represents ¼ of all violent crimes. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. Domestic abuse can also involve other types of abuse. Staff need to be aware of the signs and symptoms of a child suffering domestic abuse.

The School are enrolled onto the *Operation Encompass* scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools. Every school day morning our DSL is notified of all domestic abuse incidents that have occurred in the previous 24 hours which has involved a pupil at Parkside School. This will help us to provide the right support if needed. (See Appendix 5)

25. Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. (See Appendix 2) The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with the latest iteration of '*Children Missing Education: Statutory Guidance for Local Authorities* (see Appendix 1) and Surrey County Council *Safeguarding Children Missing Education Policy.* (See Appendix 1)

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

26. Sexual violence and sexual harassment

It is important that all staff are aware of warning signs and what steps to take should they feel sexual violence or sexual harassment are taking place. (See Appendix 7)

27. Policy Implementation

- All staff including part-time, temporary, volunteers and governors have been given a copy of *Part 1 and Annex A of the latest iteration of KCSIE* and it will be updated appropriately each time it changes.
- The School has arrangements to listen to children should the need arise. We have an outside councillor – **Gaynor Sbutoni** (01372 452794)
- Each area of the School has a "Who Can I Turn To?" sheet which clearly outlines who they can talk to.
- School email (ask@parkside-school.co.uk) linked straight to the DSL.
- Childline number and email address are displayed prominently in the Crescent Block: 0800 1111 www.childline.org.uk
- **Nicole Janssen** (The Head) (office@parkside-school.co.uk / 01932 862749 ask to speak to the Head).
- **Nick Procter**, DSL and Director of Sport.
- **Madeline McMurdo,** Deputy Head, Head of Pre Prep and EYFS and Head of Pastoral Care.
- **Annie Jackson,** DDSL – Year 1 teacher
- **Sophie Reed,** Head of Years 3 and 4**.**
- **Anne Nkosi** Head of Years 5 and 6, and
- **James Davenport** Head of Years 7 and 8, are responsible for their areas of the School and will pass information to the Form Teachers. Records kept by the DSL and Head of Pastoral Care, are accessible by the Head of Years. Frequent discussion meetings (informal and formal) take place to share information/discuss issues.
- The School has an adequate IT filtering system under the review and management of the Head of IT & Digital Learning, **Alex Gainer**.
- We provide workshops to staff, parents and to pupils on e-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. (See *E-Safety & IT Acceptable Use Policies*)
- The School has procedures in place to ensure visiting speakers are suitable, checks prior to visits are made and a form filled out and logged by the Bursar. Visiting speakers are never left alone with pupils. (see *PREVENT*) (See Appendix 3)

28. Monitoring, Evaluation and Review.

This Policy is under constant review. Any changes made by DfE/ISI will be implemented immediately with all staff being made aware. Any changes will be confirmed at the Governors' annual review.

This Policy is monitored, evaluated and reviewed on an ongoing basis through the following activities by members of the SLT and Governors as applicable:

- Termly meetings of the Safeguarding Group (comprising the Governor responsible for Safeguarding, the DSL, the E-safety Officer, the Compliance officer and Bursar);
- Annual review of safeguarding by the full Governing Body;
- Scrutiny of Governors' Committees and Full Board minutes;

- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the School;
- Regular analysis and review of a range of risk assessments, attendance data, Logs of bullying and/or racist behaviour incidents and parental concerns.

Links to other policies/documents (See Appendix 1)

- Anti-Bullying (incl. anti-cyberbullying) Policy
- E-Safety Policy
- Early Years Foundation Policy
- Equal Opportunities Policy
- EYFS Intimate Care & Toileting Policy
- EYFS Supervision Policy
- Data Protection Policy
- Discipline, Behaviour & Exclusion Policy
- Health and Safety Policy
- IT Acceptable Use Policy
- Learning Enrichment (AG&T, EAL, SEND) Policy
- Mental Health and Wellbeing Policy
- Mobiles Phones (incl. EYFS use of cameras)
- Missing Child Policy
- PSHEE (RSE) Policy
- Recruitment & Selection Policy
- Remote Learning Policy
- Remote Working: Access & Devices Policy
- School's Privacy Notices
- Staff Code of Conduct Policy
- Staff Induction Policy
- Staff Handbook
- Staff Social media Policy
- Teaching & Learning Policy
- Use of Images Policy
- Whistleblowing Policy

Appendix 1: Law and Publications used in the development of this policy

Guidance, advice, regulations and statutory duties:

Keeping Children Safe in Education (September 2021) *(KCSIE)*
DfE: Sexual violence and sexual harassment between children in school (September 2021 superceding Dec 2017 & May 2018)
ISI: Commentary on the Regulatory Requirements 2021-09 (September 2021)
Statutory Framework for the Early Years Foundation Stage (Childcare Act 2006) (revised September 2021)
Domestic Abuse Act (April 2021)
Education and Training (welfare of children) Act 2021
UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people' (2021)
UK General Data Protection Regulation (January 2021) superceding EU GDPR (May 2018) *(GDPR)*
Voyeurism (Offences) Act (12 April 2019)
Criminal exploitation of children and vulnerable adults: county lines (July 2017) (updated September 2018)
Working Together to Safeguard Children (July 2018) *(WT)*
National Referral Mechanism guidance: adult (England and Wales) (updated June 2018) *(NRM)*
Data Protection Act (May 2018) *(DPA)*
Surrey County Council Safeguarding Children Missing Education Policy (May 2017) (Revised November 2017)
Preventing and Tackling Bullying 2014 (updated July 2017)
DfE: Definition and a guide for working to protect children from child sexual exploitation (February 2017)
Children Missing Education: Statutory Guidance for Local Authorities (September 2016)
Disqualification under the Childcare Act 2006 (June 2016)
Mental health and behaviour in schools (March 2016)
Counselling in schools: a blueprint for the future: Departmental advice (February 2016)
Revised Code of Practice for Disclosure and Barring Service Registered Persons (November 2015)
Guidance for Safer Working Practice for Adults Who Work with Children and Young People (October 2015)
Teacher misconduct: the prohibition of teachers (October 2015)
Prevent Duty Guidance: for England and Wales (July 2015) *(Prevent)*
Use of Social Media for Online Radicalisation (July 2015)
What to do if you are worried a child is being abused; advice for practitioners (March 2015)
Section 26 of the Counter-Terrorism and Security Act 2015 (*CTSA*)
Serious Crime Act 2015
Cyberbullying: Advice for headteachers and school staff (November 2014)
Promoting the education of looked after children: Statutory guidance for local authorities (July 2014)
Care Act 2014
Education (Independent Schools Standards) (England) Regulations 2014
Advice to schools and colleges on gangs and youth violence (August 2013)
Use of Reasonable Force in Schools (July 2013)
Protection of Freedoms Act 2012
Teachers' Disciplinary (England) Regulations 2012
Equality Act 2010
Children Act 2004
Education Act 2002 et al
Framework for the Assessment of Children in Need and their Families (2000)
Terrorism Act 2000 (and subsequent updates)
Children Act 1989

Other sources:

PHE advice: Mental health and behaviour in school guidance
DfE advice: Preventing and tackling bullying, mental health and behaviour in schools
Surrey Safeguarding Children Partnership Child Protection Procedures:
www.surreycc.gov.uk/social-care-and-health/childrens-social-care/protecting-children-from-harm
education.safeguarding@surreycc.gov.uk or 01483 518158
CEOP's Thinkuknow website (www.thinkuknow.co.uk)
HM Gov: Educate Against Hate (www.educateagainsthate.com/)
The UK safer internet centre (www.saferinternet.org.uk) appropriate filtering and monitoring
The National Education Network: E-safety guidance
When to call the police, non-statutory guidance from the National Police Chiefs' Council.
DCMS: Online Safety Guidance - A Business Guide for Protecting Children On Your Online Platform.

Appendix 2: Keeping Children Safe in Education (September 2021)

a. Child Missing Education procedures

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have 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 he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

b. Further information on Child Sexual Exploitation (See the DfE's publication: *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation.*)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex;

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- 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.

c. Child criminal exploitation (CCE): county lines

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

Like other forms of abuse and exploitation, county lines exploitation:

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

d. 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.

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

e. Serious violence

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

All staff should be aware of the associated risk-factors and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's *Preventing youth violence and gang involvement* and its *Criminal exploitation of children and vulnerable adults: county lines guidance.*

f. Further information on so-called 'honour based' abuse

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 Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. 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. 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.

Indicators: There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on *pages 38-41 of The Multi Agency Statutory Guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.*

Actions: 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, since October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

g. Further information on Female Genital Mutilation

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

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 regulated health and social care professionals 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. It will be rare for teachers 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. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's DSL and involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

The following is a useful summary of the FGM mandatory reporting duty:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

h. Further information on Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to case a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published *Multi-agency guidelines with pages 32-36* focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

i. Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

j. Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

k. PREVENT

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under *section 26 of the Counter-Terrorism and Security Act 2015 (CTSA),* in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under *section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance* are concerned specifically with schools (but also cover childcare).

According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools 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. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing **local partnership arrangements**. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Partnership. Effective engagement with parents/the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness **training to equip staff** to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the DSL undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools (**IT Policies**).

The DfE has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

l. Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: Channel guidance. E-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to be drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.
Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the Police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and where considered appropriate and necessary, consent is obtained, arrange for support to be provided to those individuals.
Section 38 of the CTSA 2015 requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the Police in providing information about a referred individual. Schools and colleges which are required to have regard to *KCSIE* are listed in the *CTSA* as partners required to co-operate with local Channel panels.

m. Prevent Referrals Process Surrey update from 24 September 2018

A new pilot scheme has been launched across Surrey to streamline the way statutory agencies can report a Prevent concern to the Police and Multi-Agency Safeguarding Hub. The new National Prevent referral form is to be used. This is the only form required to submit a concern that someone may be vulnerable to radicalisation or extremism which has created a "Front Door for Prevent" to avoid agencies having to duplicate information on separate referrals.
preventreferrals@surrey.pnn.police.uk

The above address has been created to share the form with both the Police and the C-SPA, to allow the safeguarding concerns to be assessed alongside any Police risk. Contact for Surrey: **Claire McDonald**, Prevent Supervisor for Surrey on 01483 632982.

Appendix 3: Visiting Speakers' Form

Under the ***'Prevent Guidance'*** schools must have clear protocols for ensuring that any visiting speaker whether invited by staff or pupils are suitable and appropriately supervised.

Speakers must not be left alone with pupils.

You will ask a visiting speaker to bring their original DBS certificate (if they have one) and photographic ID in order that they can be copied by the School. Copies of DBS certificates will not be kept longer than 6 months.

Staff who invite speakers are expected to carry out an internet search on the speaker.

Please complete the form below and give this for authorisation to a member of the SLT.

These forms are available from the Reception Manager. Please return the completed/signed off copy to the **Bursar** together with a copy of the DBS (if the visiting speaker has one) and photographic ID.

This School is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

PARKSIDE SCHOOL

VISITING SPEAKERS' FORM PROFORMA

(Boxes expand)

Name of speaker	
Address	
Mobile number	
Email	
Date of visit	
Member of staff organising the visit	
Please state which part of the school are involved in the visit	
DBS Certificate (Please check the DBS certificate and take a copy to attach to this form) Photographic ID	Yes / No* Yes / No*
Internet Search (Please state nature of search and any relevant details)	

** circle as appropriate*

Name and signature of member of staff booking the speaker:

……

……

Date……

Authorised by……

Appendix 4: C-SPA

What is the C-SPA?
It is Surrey's single point of contact for reporting concerns about the safety of a child, young person or adult. It aims to improve the safeguarding response for children and adults at risk of abuse or neglect through better information sharing and high-quality and timely responses.

The Surrey C-SPA achieves this by bringing together Surrey County Council social care workers, early help services, health workers, the Police, and a vast array of virtual partners across Surrey – all under one roof. By being able to share relevant information between us, the C-SPA aims to identify need, risk and harm accurately to allow timely and the most appropriate intervention.

Contacts
- Telephone: 0300 470 9100
- Email: C-SPA@surreycc.gov.uk

The C-SPA telephone number connects you to adult and child social care only. You can contact the Police using the non-emergency number, 101, or in an emergency where the safety of a child, young person or adult is at immediate risk, dial 999.

Working time
The team of multi-agency staff will be based at Guildford Police Station, with the social care staff working 9am to 5pm Monday to Friday. The Police staff in the C-SPA operate a 7-day service (excluding bank holidays), working 8am to 5pm Monday to Friday and 8am to 4pm Saturday and Sunday.
- C-SPA team, Surrey Police, PO Box 101, Guildford, Surrey. GU1 9PE

Out of hours
Outside these hours, if you would like to contact adult or child social care, please call our emergency duty team on 01483 517898. If you wish to report a concern to the Police you can contact them directly by dialling 101 for non-urgent situations or 999 in an emergency.

When should the C-SPA be contacted?
The Surrey C-SPA should be contacted if you would like to report a concern about the safety of a child, young person or an adult.
- Contact the C-SPA now

When should I call a different number?
If you have already been in touch with Adult Social Care or Children's Social Care services, please contact your allocated social worker or family support worker directly.

If you wish to report concerns directly to the Police, please call 101, or in an emergency where the immediate safety of a child, young person or adult is at risk, dial 999.

For any general or non-safeguarding concerns in relation to an adult (including young adults) please contact Adult Social Care.

Why does the Surrey C-SPA have both adult and Children's Social Care workers?
By offering advice from social workers from both adults and children services, we can take a whole family approach—adults look after children/young people and vice versa—concerns/risks often affect both adults and children. For example, an adult at risk who is experiencing abuse could also be a parent and the abuse they are experiencing could impact on their child. A C-SPA which covers both can look at the risks for both adult and child and come up with a holistic plan that supports the family.

What's the difference between safeguarding children and safeguarding adults?
Safeguarding children applies to all children. It is defined as:

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

Safeguarding adults applies to adults who have care and support needs and because of those needs are unable to protect themselves from abuse or neglect (*Care Act* 2014).

The C-SPA partners
The Surrey C-SPA is made up of staff from Adult Social Care, Children's Social Care, health and Surrey Police. We also have a virtual team of partners who support the C-SPA via information sharing.

This includes workers from the **WiSE** (What is Sexual Exploitation) Project, Education workers, Independent Domestic Violence Advisers, Youth Support Services, Probation Service, Ambulance, Hospitals, Surrey Fire and Rescue Service, Trading Standards, schools and colleges, a Data Analysis team as well as four Early Help Co-Ordination hubs.

Because of closer partnership working, there is clearer accountability and less duplication.

How does the C-SPA work?
The C-SPA will consider all matters that come to its attention and decide what the best level of support, or most appropriate service, is. If there is not enough information to make this decision, the C-SPA will request other agencies such as Police, health and schools, for information to be able to make that decision.

What are the benefits of the C-SPA?
The Surrey C-SPA will:

- Make sure every child, young person and adult has the opportunity to access a service relevant to the level of need, harm and risk identified by the safeguarding partnership.
- Make sure the voice of the child, young person and adult is always first and foremost, and the Surrey C-SPA will make sure that the best interests of children, young people, families and adults are central in all considerations and decisions.
- Ensure every concern regarding a child or young person is considered and forwarded to the appropriate service, both statutory or within the early help offer.
- Deliver effective co-ordination between all safeguarding agencies to identify need, harm and risk as early as possible and deliver improved outcomes for all.

How does C-SPA and Early Help work together?
Early Help co-ordination will support all Surrey agencies, preventing and reducing the repetition of youth and parental crime, schools' pupil absence and exclusion, domestic abuse and or violence, child abuse and neglect, poor family physical and emotional health, substance misuse, homelessness and financial exclusion. Together the C-SPA and Early Help Co-ordination Hubs provide improved compliance by the safeguarding partnership, with the provision of help earlier and an audit trail showing outcomes to agencies involved

Data Sharing in the C-SPA
Any data or information in the C-SPA is shared using a secure IT system. Only information that is 'lawfully' relevant to each case will be shared. The data will be used to inform our decision on the most appropriate service by gaining a better understanding of risk and need.

All other information that is not relevant, necessary or proportionate to the need or risk of that individual case will not be shared and will not be accessible to any third parties.

Surrey Website Advice
If you are concerned about the safety of a child, you can contact our Multi-Agency Safeguarding Hub:

- Phone: 0300 470 9100 – Monday to Friday from 9am to 5pm.

Outside of these hours, call us on 01483 517898 to speak to our emergency duty team. In an emergency where you are concerned for the child's immediate safety you should call Surrey Police on 999.

Surrey Children's Single Point of Access information

- Monday to Friday from 9am to 5pm

C-SPA responds to initial enquiries about children, young people and adults.
If you have a concern about a child, young person or adult, please contact the Surrey C-SPA:

- Phone: 0300 470 9100
- Email*: C-SPA@surreycc.gov.uk

*Emails are dealt with during normal office hours. Agencies on the Government Connect Secure Extranet can send content up to 'official sensitive' to our secure email address: C-SPA@surreycc.gcsx.gov.uk

Local Authority Designated Officer (LADO) information

- Monday to Friday from 9am to 5pm

The LADO Service manages allegations against individuals who work or volunteer with children in Surrey. If you have a concern regarding someone who works with children, please contact the LADO (**Rosalind South or the Duty LADO** on 0300 123 1650).

Surrey Safeguarding Children Partnership (SSCP) information

- Monday to Friday from 9am to 5pm

The SSCP co-ordinates how children are safeguarded and protected from harm. Its website provides guidance and protocols for professionals as well as details of child protection training courses available.
Contact: SSCP Team, Fairmount House, Bull Hill, Leatherhead, Surrey, KT22 7AH partnership.team@surreycc.gov.uk

Useful contacts:

Name	Contact number
SSCP Support Team	01372 833330 partnership.team@surreycc.gov.uk
SSCP Chair	01372 833378 partnership.team@surreycc.gov.uk
SSCP Training	01372 833917 sscb.training@surreycc.gov.uk
Education Safeguarding Team Manager: Clare Stewart	Office – 01483 517771, Mobile – 07980006145 Email: education.safeguarding@surreycc.gov.uk https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/safeguarding

Child death
Child deaths should be reported to the SSCP Child death overview panel coordinator:

Name	Contact number
CDOP Co-ordinator	01372 833319 CDOP@surreycc.gov.uk

Assessment Consultation Therapy (ACT)
To make a referral or for an initial discussion, please phone 01483 519606 or email act@surreycc.gov.uk.

Other local organisations' contact details
The SSCP website also includes contact details for other local organisations providing help and support for the family.

Complaints
The Care Quality Commission can look into concerns or complaints about social care and other areas.

Appendix 5: Domestic Abuse

Please refer to the latest iteration of the Domestic Abuse Act.

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse.

They may also be directly targeted by the abuser or take on a protective role and get caught in the middle.

In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways.

They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties.

They may not want to leave their house or may become reluctant to return.

Others will excel, using their time in your care as a way to escape from their home life.

None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns, call:

Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822

North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690

South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392

Appendix 6: Child Sexual Exploitation

Staff should refer to the latest iteration of *Part A of 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation'*[1] for comprehensive guidance on 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:

- going missing from home or school
- regular school absence/truanting
- 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
- online safety concerns such as sharing of nude and semi-nude images or being coerced into sharing explicit images.
- 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.

[1] **https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf**

Appendix 7: Sexual violence and sexual harassment.

This summary is taken from the latest iteration of the *DfE publication update:* Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

a. What is meant by sexual violence and sexual harassment?

- Sexual violence and sexual harassment can be between two children, or a group of children;
- Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment;
- Children with SEND are likely to be more vulnerable;
- Sexual violence refers to rape, assault by penetration or sexual assault;
- Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone or displaying photos of a sexual nature; upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and online activity including sharing of nude and semi-nude images or video or making inappropriate sexual comments.
  (Note - this list is not exhaustive);
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent;
- When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered.

b. What are schools' and colleges' legal responsibilities?

Schools and colleges must have regard for the latest statutory guidance: *Keeping Children Safe in Education (KCSIE) and Working Together (WT).*

- Schools must also have a behaviour policy and measures in place to prevent bullying;
- Schools must also adhere to the *Human Rights Act and the Equality Act;*
- Schools should consider the makeup of their student body: gender, age range etc., and ensure that their policies reflect this.

c. A whole school approach to preventing child on child sexual violence and sexual harassment

- Schools should take a whole school approach to safeguarding and child protection;
- Sexual violence and sexual harassment should be included in the school's broader approach to safeguarding and should be clear and easy to understand for staff, parents and pupils;
- Safeguarding training should ensure that staff know how to report a concern about a child and consideration given to the involvement of specialist support services;
- Schools should ensure that children are taught about safeguarding through a planned programme delivered through the curriculum.

d. Responding to reports of sexual violence and sexual harassment

- Reports of sexual violence are often complex and require difficult decisions to be made;
- Decisions are ultimately for a school to make on a case-by-case basis, with the DSL taking a leading role, and supported by other agencies such as Children's Social Care or the Police;
- Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

e. Support for schools and colleges

- *WT* provides support in dealing with sexual violence and sexual harassment: 'if a child has been harmed, or is in immediate danger, or at risk of harm, a referral should be made to Children's Social Care';

- Staff may be expected to participate in any early help assessment, child protection enquiry, strategy discussion or other outcome following a referral;
- Local authorities should publish clear protocols for assessments, setting out clearly how cases will be managed following a referral, and staff should understand this process;
- Where a crime may have been committed the Police will be involved. In cases where there is a report of rape, assault by penetration or sexual assault this should be passed to the Police;
- The school's DSL should be aware of the process for referral to Children's Social Care and the Police and should lead the school's response to allegations;
- Schools should be aware that online sexual violence or sexual harassment can be more complex, such as images shared at another school, or the victim being excluded offline as well as online;
- Schools need to be clear what local processes are in place and ensure that this information is regularly reviewed.

f. The immediate response to a disclosure report

- The initial response to a disclosure is important and schools should ensure the victim is taken seriously and supported;
- Staff should not assume that someone else is dealing with the incident and should discuss concerns with the DSL;
- Where an incident between two pupils takes place away from the school, the school's duties remain the same;
- Staff should be trained as per *Part 1 of KCSIE* on how to manage a disclosure;
- Staff should never promise confidentiality;
- Schools should be aware of anonymity in cases where an allegation is progressing through the criminal justice system;
- Schools should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media;
- Schools should make a risk assessment in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school;
- Risk assessments should be kept under review. In cases of sexual violence, a professional risk assessment by external specialists may be required and should be used to inform the school's own risk assessment;
- Schools should consider carefully any report of sexual violence or harassment and act in the best interests of the child;
- It is important that sexual violence and sexual harassment are shown to be unacceptable, and not passed off as 'banter' or 'part of growing up';
- While the facts are being established, schools should remove the alleged perpetrator from any classes shared with the victim and consider how best to keep them a reasonable distance apart, in the best interests of both children;
- Schools should also consider carefully when to inform the alleged perpetrator, and this may be discussed with relevant agencies.

g. There are four likely routes to consider when managing a report of sexual violence or sexual harassment:

- **Managing internally:**
  In some cases of sexual harassment (such as one-off incidents) a school may manage the incident internally;
- **Early help:**
  This is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
- **Referrals to Children's Social Care:**
  In cases where there has been harm, or there is an immediate risk, a referral should be made to Children's Social Care;
- **Reporting to the Police:**
  In cases where rape, assault by penetration or sexual assault is reported. Schools should not wait for the outcome of a Police investigation before protecting the victim, perpetrator and other children in the school. The DSL should work closely with the Police to ensure that the school's actions do not jeopardise the Police investigation. If a child is convicted or cautioned, the school should update the risk assessment and consider suitable action through their behaviour policy.

N.B. It is important for schools to ensure the victim and perpetrator remain protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty, the school should continue to support the victim and perpetrator.

Ongoing response

- Support for the victim should consider their age, the nature of the allegations and the risk of further abuse.
- The needs and wishes of the victim should be paramount, and they should be able to continue their normal routine as far as possible.
- Schools should be prepared to support a victim over a long period of time.
- Where the victim or perpetrator moves to another school it is important that the new establishment is made aware of any ongoing support needs.
- A school must ensure the victim is safeguarded, but still provide the perpetrator with an education and support as necessary.
- Support for the alleged perpetrator must also consider their age and the nature of the allegations. An alleged perpetrator may have unmet needs themselves.
- Schools may discipline the alleged perpetrator, including while the Police or social care investigation is ongoing, although they should liaise with these bodies to assist in determining any sanctions.
- Schools should be clear about when their actions are to support the victim or perpetrator, and when their actions are to discipline the perpetrator for their past conduct.

Working with parents and carers

- Schools will, in most cases, engage with the parents of both the victim and the perpetrator and should consider carefully what information they provide.
- It is good practice for the school to meet the victim's parents with the victim present to discuss safeguarding arrangements and also good practice to meet the perpetrator's parents to discuss what arrangements are being put in place, such as moving them out of classes.
- Other children in the school may also need support, especially if they have witnessed sexual violence. Children may take 'sides' following an incident and schools should do all they can to ensure neither victim nor perpetrator (or witnesses) are bullied or harassed.

Appendix 8: External reporting / Contacts for staff
External reporting

We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the *Protection of Freedoms Act 2012*. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS 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) at the school, or would have been removed had they not left.

Parkside School will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the school will consider making a referral to the Teaching Regulation Authority and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

Where the school ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not resigned, it will consider whether to refer the case to the Secretary of State, as required by *Sections 141D and 141E of the Education Act 2002.* The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Contacts

Head: Nicole Janssen (office@parkside-school.co.uk / 01932 862749 ask to speak to the Head)
Chair of Governors: Robin Southwell (southwellr@parkside-school.co.uk or by telephone 01932 862749, ask for the Bursar, **Andy Fernando**)
DSL: Nick Procter (proctern@parkside-school.co.uk 07784280090)
Governor responsible for Safeguarding: Celia Gregory, gregoryc@parkside-school.co.uk / 01932 862749 (ask for the Bursar, **Andy Fernando**)
LADO: Rosalind South or the Duty LADO on 0300 123 1650
Surrey Single Point of Access (C-SPA): C-SPA@surreycc.gov.uk / 0300 470 9100
Teaching Regulation Agency (TRA): misconduct.teacher@education.gov.uk / 020 7593 5393
Independent Schools Inspectorate (ISI): 0207 600 0100
Ofsted: enquiries@ofsted.gov.uk / 0300 123 1231
Police emergency: 999. Non-emergency: 101
Police (Guildford) non-emergency: 01483 571212
Prevent: Channel Police Practitioner for North Surrey is **Dave Stewart,** ID number: 13708 (01484 571212 ext 36914)
Prevent: preventreferrals@surrey.pnn.police.uk (From 24 September 2018) Contact for Surrey: Claire McDonald, Prevent Supervisor for Surrey on 01483 632982.
DfE dedicated line for non-emergency advice for staff and governors: 02073 407264 / counter-extremism@education.gis.gov.uk
Referral and assessment team (same as LADO): 01483 517898 (out of hours)
Surrey County Council Website for Child protection: education.safeguarding@surreycc.gov.uk / 01483 518158 www.surreycc.gov.uk/education/safeguarding
Charity Commission: Guidance on the duties of trustees of schools with charitable status.

This School is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

Appendix 9: Home Learning Face-to-Face Sessions – Teacher Protocols

Face-to-face (F2F) sessions at Parkside during remote learning provide both teachers and pupils with a valuable educational medium which can connect us with the school community.

The platform to be used for a*ny* F2F sessions is Zoom. It is used for:

- Form time
- Assemblies and meetings
- Specific Sessions / year groups as detailed on the timetables
- One-to-one sessions e.g. staff speaking to boys individually for quick catch ups / breakout rooms / reading / booster and scholarship sessions.

To create a safe environment for our pupils when engaging in a F2F session, there are several things that a teacher should consider:

- All parents will be sent an opt-out consent form with regard to their child to access the F2F sessions? You will be made aware of any child who should not attend a F2F session.
- Have you familiarised yourself with the functions of Zoom, including the privacy and mute settings? Guidance and training are offered prior to INSET in the form of group tuition and one-to-one sessions booked with the Head of IT & Digital Learning and during INSET.
- That any F2F session should take place in school time during core hours (8.30am - 4pm) and must be hosted and supervised by you at all times.
- The needs of individuals who may be sensitive to certain topics or issues that may arise during the F2F session.
- That when a F2F session is finished, all of the class or set should exit Zoom first, and then you should close the session once complete.

Essential Rules:

- The first session should be on protocols and parameters of F2F learning and after that, the first few minutes of each F2F should be a brief reminder of the expectations and rules which keep children and teachers safe online.
- We do not record sessions presently but ask that pupils are always in an environment that is quiet, safe and free from distractions, ideally with a parent in the background.
- Ensure you are in professional dress.
- Plan for any Zoom sessions 48 hours in advance and stick to the timetabled slots.
- Keep a record of sessions delivered noting any patterns of non-attendance, difficulties experienced by individuals etc.
- You should communicate with the Deputy Head / Head first, before contacting parents, should any interactions not be appropriate or conducive to learning.
- Contact the Head of IT & Digital Learning for any technical issues which need resolving.
- Continue to treat safeguarding as though teaching in School. If you are concerned about a child's welfare, please record your concern, and any observations or conversation heard, and report to the DSL/DDSLs as soon as possible the same day.

April 2020.
Updated June 2020, January 2021, September 2021.

Appendix 10: Addendum on Safeguarding Arrangements during COVID-19 Pandemic

1. Scope and definitions

This addendum was applied during the first period of partial school closure due to COVID-19 in **March 2020** but has been retained for situations where pupils and/or staff may have to be at/work from home and should contingency arrangements (e.g. an outbreak of further infections) be needed. It continues to reflect advice from our 3 local safeguarding partners: Public Health England (PHE), Surrey Safeguarding Children Partnership (SSCP) and Surrey Police.

It sets out changes to our Safeguarding Policy in light of the Department for Education's (DfE) guidance Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with our Policy.

Unless covered here, our normal Safeguarding Policy should continue to be applied.

2. Core safeguarding principles

We will still have regard to the latest iteration of statutory safeguarding guidance, Keeping Children Safe in Education, for anyone not in usual attendance at school.

We will still be following these important safeguarding principles:

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

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

Our reporting procedures remain the same - if anyone has a concern about a child, please report that to the DSL/DDSLs as soon as possible.

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

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the main Policy (on page 5 and Appendix 8). If our DSL (or deputy) can't be in school, they can be contacted remotely by phone or by Zoom. We will ensure that our DSLs, wherever their location, know who the most vulnerable children in our school are. Should there be an occasion where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be the Head.

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

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

5. Working with other agencies

We will continue to:

- work with children's social care, and with virtual school heads for looked-after and previously looked-after children.
- update this addendum where necessary, to reflect any updated guidance from our 3 local safeguarding partners.
- refer to the local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need where applicable.

6. Monitoring attendance

As most children will not be attending school (under national lockdowns), we will be completing our attendance registers following DfE guidance. However, our usual procedures to follow up on non-attendance will continue as before.

7. Peer-on-peer abuse

We will continue to follow the principles set out in Part 5 of *Keeping Children Safe in Education* when managing reports and supporting victims of peer-on-peer abuse. Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in Part 4 of *Keeping Children Safe in Education*. Staff should continue to act on any concerns they have immediately. We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS). We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency.

9. Safeguarding for children not attending school

- **9.1 Contact plans**
    - We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:
    - They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests);

  or
    - They would usually attend but have to self-isolate.

  These plans set out:
    - How often the school will make contact;
    - Which staff member(s) will make contact;
    - How they will make contact.

  We currently do not have any children with a Social Worker.

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

10. Online safety

Safeguarding pupils and teachers online

1. Think of this situation as an extension of school, so the same principles apply. Clarity of expectations to parents and pupils is key and staff must continue to follow the *Staff Code of Conduct*.

Reporting Concerns

1. The school should clearly communicate routes for reporting any concerns to the school.
2. Schools should provide clear signposting to practical support from service providers.

Communicating with parents, carers and pupils

1. Schools, teachers and pupils should maintain professional practice, as far as possible.
2. Clear boundaries are needed regarding communication.
3. Communicate within school hours, where possible, or hours agreed with the school to suit the needs of staff.
4. Make sure communication is through channels approved by the SLT.
5. Use school email accounts (not personal ones) and school devices over personal devices wherever possible.
6. Teachers are advised not to share personal information - maintain professional boundaries.

Virtual lessons and Live-steaming

1. We have the capability for teachers to live-stream lessons or provide pre-recorded lessons via video if required following the online protocols developed over lockdown.

Providing Pastoral Care Remotely

1. Help parents, carers and pupils to make a weekly plan or structure that includes time for education but also for playing and relaxing as this is important to reduce stress and anxiety for families.
2. Reduce stress for families by helping them to create a structure.

Personal data and GDPR

1. Take care not to share contact details when emailing multiple people.
2. Be careful when sharing usernames and other personal data for access to online resources.
3. Provide access to school data safely.

- **10.1 In school**
  We will continue to have appropriate filtering and monitoring systems in place in school.
- **10.2 Outside school**
  Where staff are interacting with children online, they will continue to follow our existing Staff Code of Conduct and also the safeguarding advice put forward by the DSL and the Head.
  Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out above.
  We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.
- **10.3 Working with parents and carers**
  We will make sure parents and carers:
  Are aware of the potential risks to children online and the importance of staying safe online.
  Know what our School is asking children to do online, including what sites they will be using and who they will be interacting with from our School.
  Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides.
  Know where else they can go for support to keep their children safe online
  This will be done by email and ClarionCall.
  Staff should use CURA immediately to highlight any concerns to the DSLs regardless of location.

11. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Teachers to continue to liaise with their children regularly and 'check in' with them.

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

The school councillor continues to be available weekly to children (See p. 19 of main policy).

12. Monitoring arrangements

This addendum will be reviewed as guidance from the 3 local safeguarding partners and the DfE is updated, and as part of the main policy review schedule.