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SAFEGUARDING POLICY

Document Control

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1. SCOPE

Safeguarding and promoting the welfare of children is everybody's responsibility. This policy is one of a series in the school's integrated safeguarding portfolio.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils at **Atherton High School** and endeavour to provide a safe and welcoming environment where children are respected and valued.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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 outcomes¹:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance and everyone's responsibility
- Safer children make more successful learners
- Representatives of the whole-school community of pupils, parents/carers, staff and governors will be involved in policy development and review
- Policies will be reviewed at least annually to ensure their currency and effectiveness
- We endeavour to provide a safe and welcoming environment where children are respected and valued

Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements. [Wigan Safeguarding Children's Board - Homepage \(wiganlscb.com\)](http://wiganlscb.com)

Prevention and early support: Atherton High School is committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe. We recognise that effective safeguarding systems are those which:

- Put the child's needs first;
- Provide children with a voice;
- Promote identification of early help;
- Encourage multi-agency working and sharing of information.

Early support and intervention to address unmet needs can be either single agency (such as within school) or multi-agency as part of the Child and Family (CAF) assessment and plan. All staff who are in positions to assess a child's needs should be aware of the CAF process and how to support a child/ family using this process. They should also be aware of and undertake the role of Lead Professional appropriately.

The Wigan Safeguarding Children's Partnership (WSCP) oversees all organisations in Wigan and Leigh that work with children and young people and have a responsibility for safeguarding them.

¹ Working Together to Safeguard Children 2018 & Keeping Children Safe in Education 2021

The Partnership has a legal duty to supervise the work of the child protection system and the work of the supporting groups, helping agencies communicate and work together effectively, tackling any problems to meeting priorities, and maintaining the principles and values

Child Protection:

Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements as identified in this policy.

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

Protection: All staff and volunteers are trained to recognise and respond to child protection issues such as abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or is likely to suffer harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent/Carer refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian

Vulnerable Adults refers to adults who are parents or carers who have care and support needs who may also be at risk of abuse and neglect. The school will ensure they follow procedures outlined by the Local Safeguarding Adult Board www.wiganlscb.com and seek advice from the **Adult Safeguarding Team** on **01942 828300**

2. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have Special Educational Needs (with or without a Health Care Plan);
- Young carers
- Affected by Adverse Childhood Experiences such as parental substance misuse, adult mental ill health or domestic abuse;
- Asylum seekers;
- Regularly absent from school;
- Attending alternative provision or subject to a managed move;
- Living away from home (frequent movers);
- Vulnerable to being bullied, or engaging in bullying;
- Living in temporary accommodation;
- Living a transient lifestyle;
- Living in chaotic and unsupportive home situations;
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- Involved directly or indirectly in prostitution or child trafficking;
- Speakers of another first language;
- Subject to a Child Protection Plan;
- Exhibiting any changing behaviours or risk taking behaviours that cause concerns;
- Children In Our Care/Care-experienced;
- Privately fostered.

Additional information is also available on Page 11 of this policy: **Specific Safeguarding Circumstances**

3. ROLES AND RESPONSIBILITIES

All staff (including governors):

- Will have children's safeguarding training appropriate to their role and responsibility which is regularly updated. In addition, all staff members should receive at least annual updates which can be in the form of emails, bulletins, staff meetings/discussion and supervision;
- Should be aware of the signs of abuse and neglect;
- Should be aware of how to respond to specific safeguarding concerns as outlined in this policy;
- Have a responsibility to identify those children who may require early intervention support and what action to take to ensure they are supported appropriately;
- Have a responsibility to identify and respond to a child who is or likely to suffer significant harm (including online) and what action they must take, appropriate to their role;
- Must be aware of the importance of multi-agency partnership working and information sharing processes;
- Who work directly with children and can contribute to early support and safeguarding assessments must be aware of the risk sensible approach to safeguarding adopted in Wigan. WLA
- Have a responsibility to provide a safe environment in which children can learn.

The governing body will ensure that:

- The school complies with their duties under legislation;
- All staff undergo safeguarding training (including online safety) on induction and at a minimum every 2 to 3 years' dependent upon their role;
- All school leaders and staff working directly with children read Part One of Keeping Children Safe in Education 2021
- This Safeguarding and Child Protection Policy is consistent with CSAP requirements, reviewed and updated annually and made available publicly (available on the school website);
- Safeguarding training commissioned and/or delivered internally is in line with advice from CSAP and/or the Department for Education;
- There are procedures in place for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and a nominated person is identified to liaise with the Wigan Local Area Designated Officer (LADO);
- Policies adopted by the Governing Body are disseminated, followed and understood by all staff;
- A member of staff from the Senior Leadership Team is appointed to the role of Designated Safeguarding Lead (DSL);
- Children are taught about safeguarding (including online) through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- There are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training;
- There are procedures in place to handle allegations of abuse of children against other children (see page 12);
- There are appropriate safeguarding responses to 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 the future; see page 11;
- The child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;

- They recognise the importance of information sharing between professionals and the Local Authority;
- The school appoints a designated teacher to promote the educational achievement of children who are looked after and this person has appropriate training; and
- The school Online Safety Policy addresses the safety of children online and will ensure that appropriate filtering and monitoring systems are in place and effective, preventing access to inappropriate and/or illegal material.
- Ensure the school considers the safety of children in accessing inappropriate material when accessing the internet and that appropriate filtering and monitoring systems are in place.

The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including Online Safety) and will ensure detailed, accurate and secure written records of concerns and referrals are kept.

The school will appoint one (or more) Deputy Designated Safeguarding Leads trained to the same level as the DSL, who will undertake those functions of the DSL in their absence. The DSL or Deputy DSL will always be available during school hours to discuss safeguarding concerns.

As identified in [Keeping Children Safe in Education 2021](#), the responsibilities of the DSL include:

Managing referrals:

In line with School policy, the DSL is expected to:

- Refer cases of suspected abuse to the Children's Advice and Duty Service (CADS) as required
- Provide support to staff who make referrals to CADS
- Refer cases to the Channel Panel where there is a radicalisation concern as required
- Provide support to staff who make referrals to the Channel panel
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required; and
- Refer cases where a crime may have been committed to the Police as required

Working with others

The DSL is expected to:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners;
- Liaise with the headteacher (or principal) to inform them of issues or ongoing enquires under Section 47 of the Children Act 1989 and police investigations;
- Liaise with the Local Authority Designated Officer (LADO) for all cases involving a staff member;
- Liaise with all staff on matters of safety and safeguarding when deciding whether to refer by liaising with relevant agencies;
- Liaise with the senior mental health lead where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; and
- Work with the headteacher and relevant strategic leads by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, including:
 - ensuring that the school knows which children have, or have had, a social worker

- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have, or have had a social worker reach their potential, even when statutory social care intervention has ended

Training:

The DSL (and deputies) will undergo training that provides them with the knowledge and skills required to carry out the role. The training will be updated at least every two years and they will also undertake Prevent awareness training.

In addition, DSL skills and knowledge will be refreshed at regular intervals but at least **annually**, and may involve e-bulletins, meeting other DSLs or reading and digesting safeguarding developments.

The DSL (and deputies) will:

- Understand the assessment process for providing early help and intervention, for example through the Child and Family (CAF) process;
- Have a working knowledge of how Wigan's social care team conduct child protection case conferences and child protection review conferences and be able to attend and contribute to these effectively when required to do so;
- Ensure members of staff have access to, and understand, the Schools Child Protection Policy and procedures, Behaviour Policy, Online Safety Policy, management of children missing education and staff Code of Conduct Policy, especially new and part time staff;
- Be alert to the specific needs of children in need, children with special educational needs and young carers
- Be able to keep detailed, accurate, secure records of concerns and referrals
- Understand and support the school with regards to the requirement of the Prevent Duty and able to provide advice to school staff;
- Recognise the additional risks that children with Special Educational Needs and Disabilities (SEND) face online including online bullying, grooming and radicalisation; and
- 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

Raising Awareness:

The DSL will:

- Ensure the school or college's policies are known and used appropriately;
- Ensure this policy is reviewed annually (as a minimum), the procedures and implementation are updated and reviewed regularly and will work with governing bodies or proprietors regarding this;
- Ensure the Child Protection Policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local children's safeguarding partnership arrangements to make sure staff are aware of any training opportunities and the latest local policies on safeguarding;
- Where children leave school, ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and a confirmation of receipt is obtained;
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff; and

- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

4. RECOGNISING AND RESPONDING TO SAFEGUARDING CONCERNS

All staff should be aware of the signs of abuse and neglect and if they are unsure, should speak to the DSL. In exceptional circumstances or for advice and support, staff and the DSL can contact the **Multi Agency Safeguarding Team (MAST): 01942 828300**

The Department for Education '***What to do if you're worried a child is being abused - advice for practitioners***' is guidance to help staff to identify child abuse and neglect and take appropriate action in response. All staff can access the guidance at:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

All staff should be able to identify actions required when they have a safeguarding concern. Page 22 of [Keeping Children Safe in Education 2021](#) provides a detailed flowchart '*Actions where there are concerns about a child*' which will be made visible to all staff.

Child in Need (CIN)

Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:

- The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- The child's health or development is likely to be impaired, or further impaired, without the provision of such services;
- The child has a disability.

Referral to Multi Agency Safeguarding Team (MAST) (01942 828300)

Child in Need of Protection

Under section 47(1) of the Children Act 1989, a Local Authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- Is the subject of an Emergency Protection Order;
- Is in Police Protection; or where they have
- Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

Referral to children's social care

Telephone Multi Agency Safeguarding Team (MAST) (01942 828300)

https://www.proceduresonline.com/wigan/cs/p_contacts_referral.html

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. There are four categories of abuse: physical, emotional, sexual and neglect:

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as

overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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

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:

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

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

(The above definitions are taken from **Working Together to Safeguard Children 2018**).

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to MAST immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help and protect the child, for example, call 999;
- Report your concern to the DSL as soon as possible;
- Do NOT start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete a record of concern;
- Seek support for yourself if you are distressed.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; they may believe, or have been told, that the abuse is their own fault; or they may be worried about their own actions (e.g. using social media whilst under 13 years old).

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on. The point at which they tell the pupil this is a matter for professional judgement. If they highlight this immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils, staff will:

- Allow them to speak freely;
- Endeavour to utilise a neutral translator if necessary;
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- Not be afraid of silences – staff must remember how hard this must be for the pupil;
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this;
- Tell the pupil that in order to help them, the member of staff must pass the information on;
- Not automatically offer any physical touch as comfort. It may be anything but comfort to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong;
- Tell the pupil what will happen next. The pupil may agree to go to see the designated safeguarding lead. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated safeguarding lead, the staff member should inform the DSL that the child will be coming to see them at some point;
- Report verbally to the DSL even if the child has promised to do it by themselves;
- Write up their conversation as soon as possible on the Safeguarding Referral form (SRF) and hand it to the DSL;
- Seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents (if safe to do so). This must be handled sensitively and the DSL will make contact with the parent/carer in the event of a concern, suspicion or disclosure.

However, if the school/DSL believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FII)).

5. SPECIFIC SAFEGUARDING CIRCUMSTANCES

Annex B of 'Keeping Children Safe in Education 2021' provides additional information about specific forms of abuse and safeguarding issues. All school staff who work directly with our children will read this annex and if they have concerns about a child's welfare speak to the DSL (or deputy) immediately.

In addition to the guidance above, school will ensure that the following safeguarding partnership arrangements are followed on the specific areas of concern using the following links (and additional information where provided):

Children in the Court system

https://www.proceduresonline.com/wigan/cs/p_lac_yp_youth.html?zoom_highlight=children+in+court+system

Children Missing Education

Children who are missing from education (or not receiving a suitable full time education) are potentially exposed to an increased risk of abuse or neglect, including sexual exploitation, female genital mutilation,



forced marriage, or travelling to conflict zones. The Local Authority has well established CME procedures in place via the work of Inclusion Officers within the Inclusion and Place Planning Team.

The following Wigan local authority links provide both the procedure and forms for school to follow:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- All staff will undertake CSE training appropriate to their role including becoming familiar with indicators of involvement in CSE/ CCE.
- The school curriculum (where sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE/ CCE.

The following link references the Wigan Local authorities standard Operating Protocol which includes further guidance that school will follow if CSE is recognised:

www.wiganlscb.com/Professionals/Keeping-children-safe/Child-sexual-exploitation.aspx

Domestic Abuse

https://www.proceduresonline.com/wigan/cs/files/dom_violence_rim.pdf?zoom_highlight=domestic+abuse#search=%22domestic%20abuse%22

Operation Encompass

Operation Encompass is a police and education early intervention safeguarding partnership which ensures that a child's school is informed, prior to the start of the next school day, that there has been an incident of domestic abuse to which the child or young person has been exposed, and which might then have an impact on them in school the following day.

Each school in Wigan is informed of all domestic abuse incidents, not just those where an offence can be identified or those which are graded as high risk. The partnership recognises that all incidents of domestic abuse can be harmful to children and young people.

Operation Encompass notifications should be transferred onto the schools preferred recording system with actions linked to the notification. This will help clearly identify any assessment, support and any actions taken that are linked to the notification.

A nominated member of staff, known as a Key Adult, has been trained to liaise with the police. They will be able to use information that has been shared with them, in confidence, to ensure that the school makes provision for possible difficulties experienced by children or their families.

Staff should conduct an individual assessment of the child's needs, and decide on any school routine modifications that need to be made, for instance, allowing the child time out, additional time to complete homework, discreetly providing the child with access to washing facilities, food and clothing (if available). They should record a brief summary of their assessment, and any support actions taken that directly relate to it.

If school staff have additional concerns around the child's safety and wellbeing due to being aware of previously unknown information, they should make a CP referral following existing referral procedures, even if they are aware of one having been done by the Police and Operation Encompass officers. They may possess

unique information that they can share, that will more fully inform the picture of risk to a child or victim adult.

Schools will, on occasion, be asked to provide the Local Authority, Safeguarding Partnership or the Domestic Abuse Strategic Board information in relation to analysis/audit of Operation Encompass notifications.

Honour Based Abuse

https://www.proceduresonline.com/wigan/cs/p_assessment.html?zoom_highlight=honour+based+abuse

Preventing Radicalisation

All schools are subject to a duty under Section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'.

https://www.proceduresonline.com/wigan/cs/p_assessment.html?zoom_highlight=radicalisation

https://www.proceduresonline.com/wigan/cs/p_homelessness.html?zoom_highlight=PREVENT+DUTY

Peer abuse and sexual violence and harassment between children

All staff will understand what sexual violence and harassment constitutes in line with the comprehensive guidance provided in Part 5 of **Keeping Children Safe in Education 2021**. In addition, staff should be familiar with the DfE departmental advice: **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges** which contains further detailed information and the Wigan authority procedures on Peer Abuse:

DfE: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

https://www.proceduresonline.com/wigan/cs/p_educ_lac.html?zoom_highlight=Peer+Abuse

Voyeurism (offences) Act 2019: This act criminalises the act of 'up skirting' in which the Crown Prosecution Services defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when during the wearing of kilts, cassocks shorts or trousers.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is encompassed within a range of crimes of so-called 'honour based abuse' or 'honour based violence' including forced marriage, the practice of breast ironing and FGM. There is a statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must inform the DSL if they have any concerns that a pupil may be having FGM surgery in the future in the UK but also abroad. Staff should not examine pupils.

https://www.proceduresonline.com/wigan/cs/p_educ_lac.html?zoom_highlight=FGM

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow the above pan Lancashire safeguarding procedures.

Warning signs for FGM can be found in the **HM Government Multi-Agency Practice Guidance** (link below), and pages 61-63 focuses on the role of schools and colleges. Pages 42-43 provide guidance on the warning signs that FGM may be about to take place or has already taken place

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

- There is a statutory duty upon teachers that they must report to the Police cases where they discover that an act of FGM appears to have been carried out.
- Staff must also follow Pan-Lancashire procedures.

Warning signs for FGM can be found in the HM Government Multi-Agency Practice Guidance (link below), and pages 59-62 focuses on the role of schools and colleges. Pages 38-41 gives guidance on the warning signs that FGM may be about to take place or has already taken place.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf

Forced Marriage and Honour Based Violence

A forced marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

The school will follow national and local guidance as identified in the Wigan authority procedures:

Online Safety

Atherton High School is committed to keeping pupils safe online and understand that Online Safety is a safeguarding issue with a wide variety of continually developing risk areas. We therefore ensure that:

- ALL staff and volunteers understand that children can be harmed online including through hurtful and abusive messages, online bullying, enticing children to engage in age-inappropriate conversations, grooming, sharing and/or production of indecent images, false news/disinformation, viral scare stories/online challenges or encouraging risk taking behaviours.
- Pupils/students will receive regular and up-to-date education about online risks and how to stay safe online.
- All staff and volunteers will receive regular online safety training, including new and emerging risk areas.

The school's **Online Safety Policy** details how we will keep pupils safe when using the online environment. The policy is reviewed annually to ensure developments in technology are reflected and address the potential risks these developments may bring.

We will ensure that:

- Online bullying by pupils, such as those via social media, texts or e-mail, is unacceptable and will be treated as with any other type of bullying. Such instances will be managed in line with our **Anti-bullying / Behaviour Policy**
- There are clear and explicit rules for the use of mobile devices such as smartphones brought into school by children. Devices should be switched off and in bags during the school day.

- Where there is a need to search a pupil for a mobile device, the school will ensure this is in accordance with the DfE published advice: [Searching, Screening and Confiscation](#)
- Our **Home-School Agreement and behaviour policy** contains reference to the use of social media and our expectations regarding pupil behaviour both within and outside of the school environment. Should school become aware of online safety-related issues that have occurred outside of school, they will be managed in accordance with our Home-School Agreement and **Online Safety Policy**.
- The school has appropriate filtering and monitoring systems in place regarding use of the school's internet provision. We will ensure all members of staff and the wider school community are aware of expectations for the use of non-school provided connectivity (3G, 4G & 5G).
- Safeguarding aspects relating to Online Safety identified in the DfE **Keeping Children Safe in Education** statutory guidance are in place and effective.

In addition to those items above, ensuring our Online Safety provision is current and effective is essential. The governing body will therefore carry out an annual self-review of the school's online safety provision using the [CSAP Online Safety Governance Self-Review Tool](#).

Modern Slavery & County Lines

The Modern Slavery Act 2015 places a statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Children do not need to give their consent to be referred to the NCA.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery
- The DSL should then contact the NCA and the following persons:
 - BwD CADS for concerns about children possibly subject to Modern Slavery.

Wigan's guidance - Victims of Modern Slavery:

https://www.proceduresonline.com/wigan/cs/p_uasc.html?zoom_highlight=modern+slavery

Gender-based violence/violence against women and girls/Racist, disability and homophobic or transphobic abuse

https://www.proceduresonline.com/wigan/cs/p_educ_lac.html?zoom_highlight=gender+based+violence

6. SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils, their families, and our staff by:

- Taking all suspicions and disclosures seriously;
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact;
- Nominating a separate link person for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest;
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- Storing records securely;
- Offering details of helplines, counselling or other avenues of external support;
- Cooperating fully with relevant statutory agencies;
- Making sure a neutral interpreter is available when English is not the child's first language;
- Providing time for the member of staff to reflect on child protection issues (e.g. through peer support and/or reflective safeguarding practice/supervision) as outlined in *Working Together to Safeguard Children* 2018 (updated 2020).

7. SAFER RECRUITMENT

Atherton High School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We will ensure our recruitment, selection and pre-employment processes are in line with statutory guidance as identified in Part 3 of Keeping Children Safe in Education 2021.

In Brief: Regulated activity requires an enhanced DBS certificate and this includes barred list information. Regulated activity is if a member of staff:

- Will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- Will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engages in intimate or personal care or overnight activity, even if this happens only once

Secretary of State Teacher Prohibition Orders and Section 128 Direction

A teacher who is appointed will require an additional check to ensure they are not prohibited from teaching. The School will register and complete these checks as appropriate:

<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

In addition, the Secretary of State 128 direction prohibits or restricts a person from taking part in the management or as a governor of a maintained school.

For staff who have regular contact not classed as regulated activity: an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract.

Supervised volunteers: In a school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. Our school will have regard to when considering which checks should be undertaken on volunteers as set out in Part 3 and Annex F of Keeping Children Safe in Education 2018

External contractors in regulated activity: An enhanced DBS certificate, which includes a barred list check, will be required.

Our safer recruitment processes are contained within our **safer recruitment policy**.

Single Central Record:

Keeping Children Safe in Education 2021 sets out the school's responsibility to keep all staff details on the Single Central Record (also see Appendix B). This will cover the following:

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school; and
- All members of staff for independent schools, including academies and free schools, and the proprietor body.
- All governors and volunteers

Safer recruitment means that all applicants will (appropriate to the role & responsibility) have:

- an identity check;
- a barred list check;
- an enhanced DBS check requested/certificate provided;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK;
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom.

Further information on details that school must keep can be found in paragraph 253 of Keeping Children Safe in Education 2021

The School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child (or vulnerable adult). The School will follow DBS guidance on referrals as per the GOV.UK website.

8. ALLEGATIONS OF ABUSE

Against teachers and other staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

- Allegations against staff should be reported to the Head Teacher;
- Allegations against the Head Teacher should be reported to the Chair of Governors;
- The Headteacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO);
- The full procedures for dealing with allegations against staff can be found in the Wigan Authority arrangements on allegations against staff:

https://www.proceduresonline.com/wigan/cs/p_educ_lac.html?zoom_highlight=allegations+against+staff+education

Staff conduct: Staff that are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the Designated Safeguarding Lead.

The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

Allegations of abuse made against other children

The school recognises that children are capable of abusing their peers (see also Sexual Violence and Harassment above) and will follow Wigan's guidance:

https://www.proceduresonline.com/wigan/cs/p_educ_lac.html?zoom_highlight=Peer+Abuse

9. CONFIDENTIALITY, INFORMATION SHARING & RECORD KEEPING

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with guidance from the [Information Commissioner's Office](#) and UK GDPR requirements. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary – local authority guidance is 25 years after leaving school/education
- Processed in accordance with the data subject's rights
- Secure

Written record of concern forms will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Safeguarding information must follow the child throughout their education as an additional separate record but a copy must be retained by each school attended for the set time as referred to above/99 years.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head Teacher or DSL.

As highlighted in Keeping Children Safe in Education, the Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

The school policy will reflect the Wigan arrangements on Information Sharing and Confidentiality:

https://www.proceduresonline.com/wigan/cs/p_contacts_referral.html?zoom_highlight=Multie+agency+s+sharing+infomration+eudcation

10. POLICIES THAT OFFER ADDITIONAL SAFEGUARDING INFORMATION/LINKS:

Policies – Atherton High School

- Confidentiality & Information Sharing
- Physical intervention and the use of reasonable force
- Personal and Intimate Care
- Visitors and Contractors
- SEND Policy
- Health and Safety, including community use of school buildings
- Health and Wellbeing
- Complaints procedure
- Anti-bullying
- Online Safety Policy
- School attendance Policy
- Considering applications for discretionary leave of absence during term time
- Appropriate physical contact
- Whistleblowing
- Education Health Care Plan
- Behaviour Policy
- Missing from education
- Safer recruitment
- Managing allegations
- Workforce Development and Training
- Grievance and disciplinary
- Educational Visits
- Managed moves and alternative provision
- Work Experience
- Private Fostering
- Data Protection
- ICT Security
- Children In Our Care
- School Remote Learning Policy

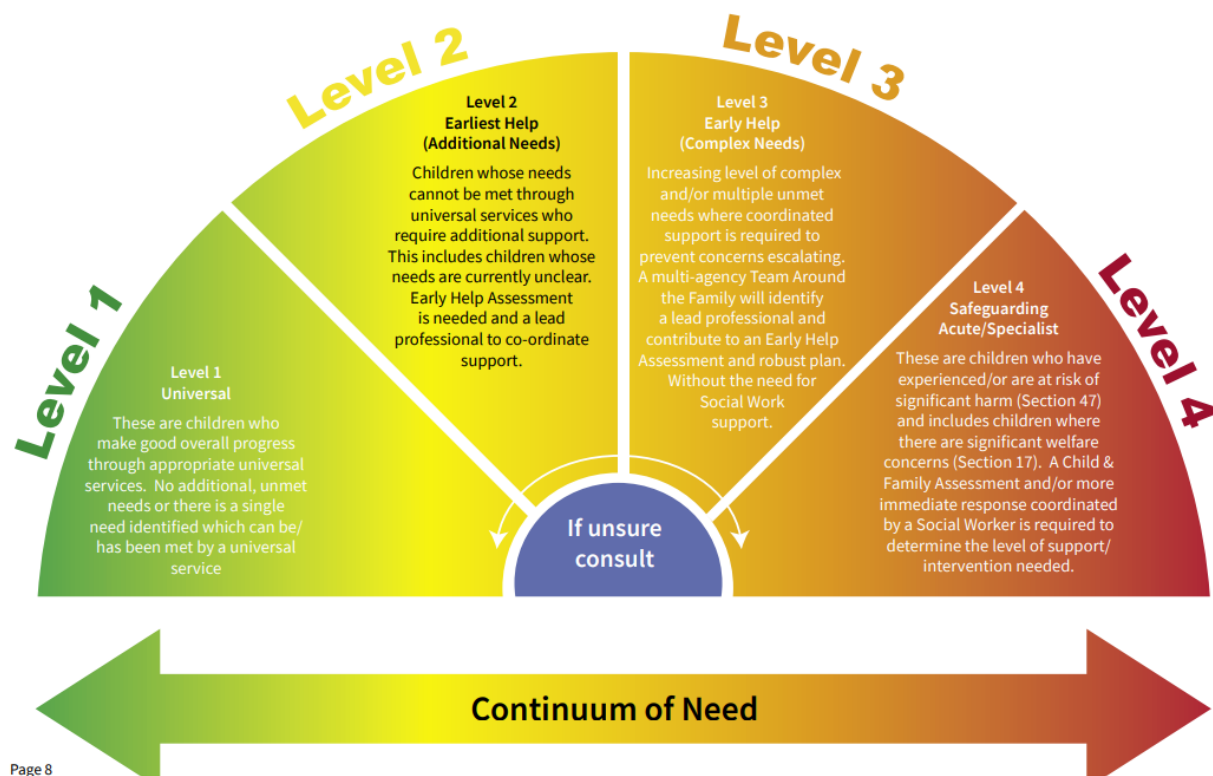
Understanding the Levels of Need and an indication of the factors affecting need

	Level of need 1 Universal (Community) Children, young people and families/ carers having all their needs met by universal services and are thriving. They require no additional support.	Level of need 2 Earliest Help (Additional Needs) Children, young people and families/ carers who have additional unmet needs, who may need extra support to be healthy and thrive.	Level of need 3 Early Help (Complex Needs) Increasing level of complex and/ or multiple unmet needs where coordinated support is required to prevent concerns escalating. A multi-agency team around the family will identify a lead professional and develop robust multi agency Early Help plan to prevent escalation of concerns. Early help assessment is needed	Level of need 4 Safeguarding, Acute & Specialist A child or young person living in circumstances where there is a significant risk of harm, abuse or neglect, where the young person themselves may pose a risk of serious harm to others or where there are complex needs in relation to disability
Response	At this level, services are 'universal' meaning that they are available to all children and young people. Families and young people can use these services without the need for a referral or assessment for example Family Information Service, schools, GP surgeries, children's centres, libraries and leisure centres, health services and a range of services provided by private, voluntary and independent services.	In order to resolve these additional unmet needs, an agency needs to respond to offer support, advice, direction and planned intervention or additional resources. These needs can be identified through an Early Help Assessment. All Early Help Assessments must be logged with the Early Help support team.	Early Help Assessment, plan and interventions are required if the situation is not to escalate into neglect, abuse or long term disfunction	Children & Families Assessment required, maybe Section 17 or Section 47. The intervention will be led by the Social Worker, working in partnership with all relevant agencies.
Procedure	Direct contact with universal services: Schools, GP surgeries, children's centres, libraries and leisure centres, health services and a range of services provided by private, voluntary and independent services. https://www.wiganlscb.com/home.aspx or 01942 828 300 for information, advice and guidance for children and families	Check out www.wiganlscb.com/home.aspx for information, guidance and Early Help documentation. If you have access to the Early Help Case Management System, please check if any Early Help is open. Contact the Early Help Team via the MAST on 01942 828520 between 8:45am – 5pm Monday - Friday to see if there is an Early Help open for advice on next steps. Open an Early Help and undertake an Early Help Assessment (EHA) If you do not have access to the EHM system to log your own Early Help, please ensure you complete the Early Help Assessment and email it to earlyhelp.logging@wigan.gov.uk	Check out www.wiganlscb.com/home.aspx for information, guidance and Early Help documentation. If you have access to the Early Help Case Management System, please check if any Early Help is open. Contact the Early Help Team via the MAST on 01942 828520 between 8:45am – 5pm Monday - Friday to see if there is an Early Help open for advice on next steps. Open an Early Help and undertake an Early Help Assessment (EHA) If you do not have access to the EHM system to log your own Early Help, please ensure you complete the Early Help Assessment and email it to earlyhelp.logging@wigan.gov.uk	If a child is at risk of significant harm, phone the MAST between 8:45am – 5pm Monday - Friday on 01942 828300. Otherwise, complete the Professional Referral Form .

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Please note that Universal Services are available to families at any stage on the Continuum of Need Framework and that successful partnership working is facilitated by effective information sharing and transparent communication.

The model on this page is known as the 'windscreen' and provides a visual explanation of the Continuum of Need.



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Route to Support For Children in Wigan

Level 1 – Universal – all agencies/ services to respond

- No concerns Universal Services accessed – single agency response

Level 2 – Earliest Help (Additional Needs) – this can be a single agency or multi-agency response

- Seek line management/Safeguarding oversight to ensure this is an appropriate level for Early Help.
- Check if there is already an established Early Help Assessment on the family which you might be able to contribute to by contacting the Early Help Team via the MAST between 8:45am – 5pm Monday – Friday on 01942 828520
- Complete an Early Help Assessment and identify a lead professional if support is required. Parental consent is required. Open an Early Help and undertake an Early Help Assessment (EHA)
- If you have access to the case management system, please initiate an Early Help and complete your assessment. If you do not have access to the EHM system to log your own Early Help, please ensure you complete the Early Help Assessment and email it to earlyhelp.logging@wigan.gov.uk
- Agree lead professional with the family and develop and record the Early Help Plan with actions and timescales to meet the identified needs, reviewed every 4-6 weeks.
- Please ensure that all reviews are recorded on the system or emailed to earlyhelp.logging@wigan.gov.uk. It is your responsibility to ensure that the case is closed down on the system at the end of the intervention.

Level 3 – Early Help (Complex Needs)

- Seek line management/Safeguarding oversight to ensure this is an appropriate level for Early Help.
- Check if there is already an established Early Help Assessment on the family which you might be able to contribute to by contacting the Early Help Team via the MAST between 8:45am – 5pm Monday – Friday on 01942 828520
- Complete an Early Help Assessment and identify a lead professional if support is required. Parental consent is required. Open an Early Help and undertake an Early Help Assessment (EHA)
- If you have access to the case management system, please initiate an Early Help and complete your assessment.
- If you do not have access to the EHM system to log your own Early Help, please ensure you complete the Early Help Assessment and email it to earlyhelp.logging@wigan.gov.uk
- If the needs of the child/ren/family cannot be met by a single-agency and there is a need for Start Well support, then please complete a Professional Referral Form [apps.wigan.gov.uk/ChildReferral/](https://www.wigan.gov.uk/ChildReferral/)

Level 4 – Safeguarding/Acute & Specialist

- Need(s) require specialist services to protect from significant harm – contact MAST between 8:45am – 5pm Monday – Friday on 01942 828300 Review the information in the Professional Referral Form.
- The Professional Referral Form is then screened and prioritised.
- Information gathering from all agencies involved.
- Decision is then made about whether this meets threshold for children's social care (CSC)
- Referred to children's social care for Child and Family Assessment
- Child & Family Assessment to determine if social work lead professional as Children in Need (CIN) or Child Protection (CP) agreed statutory intervention.
- Or if after the MAST screening does not meet threshold for CSC then consideration is given to a role for Early Help services
- Referrer receives a response in writing giving a rationale for why threshold for CSC is not met.
- Signposted to Early Help or universal services

2 APPENDIX B: SUGGESTED SINGLE CENTRAL RECORD TEMPLATE

Identity				Qualifications		Prohibition from teaching or management check (section 128)*	List 99/Barred List check	DBS/enhanced		Child Care Regulations 2009 check	Right to work in the UK	Overseas criminal records checks
Name	Address	Date of Birth	Evidenced & date	Qualifications required: yes/no	Qualifications evidenced: yes/no & date	Check evidenced & date	Check evidenced & date	Check evidenced & date	Disclosure Number	Check, evidenced & date	Check evidenced & date	Check evidenced & date

* Maintained schools are required to undertake Section 128 checks on governors, although there is no statutory requirement to record governors on the Single Central Reco

13 APPENDIX C: SAFEGUARDING PROCESSES DURING COVID-19

Where COVID-19 measures are in place nationally, all requirements and principles in Keeping Children Safe in Education (KCSIE) statutory guidance remain in force and will be followed. The processes by which regulations are adhered to may change within school and below is a brief outline of the changes affecting **Atherton High School** and its pupils.

Safeguarding and promoting the welfare of children is statutorily defined as: protecting them from maltreatment; preventing impairment of their health or development; ensuring they grow up being provided with safe and effective care; and action is taken to enable them to have the best outcomes. The duty to undertake this role has not changed with the COVID-19 regulations and so all teaching professionals continue to have a duty to identify safeguarding concerns, share information, work together with other agencies and provide support to the child and family.

Safeguarding Leads & Deputies: Where school remains open or where pupils attend an alternative site such as a 'hub' the DSL and deputy DSL will attend as part of a wider rota of staff, and in addition will be available daily on-call.

Designated Safeguarding Lead for Atherton High School: Laura Fazackerley

Deputy Designated Safeguarding Lead for Atherton High School: Rob Mckie

Hub during periods of school closure: 01942 828300

Safeguarding of Pupils: The school will continue to review the circumstances of all its pupils on roll; those in school and those being cared for at home. For those in school due to their vulnerabilities, there will be regular contact with the child's social worker or key worker. For pupils attending school for childcare as their parents/carers are key workers, the school will monitor any concerns, unmet needs, and potential risk factors. For pupils not attending school, where prior to the COVID-19 measures there were indicators of safeguarding concerns, including those children with Child & Family Plans (CAFs), close monitoring of the child's welfare will be maintained and where concerns escalate, appropriate action will be taken to ensure services are provided in line with the Pan-Lancashire Continuum of Need and Response (CoNR). For children with School acting as Lead Professional for a CAF, School will ensure regular review of the child's plan is continued remotely.

Where children are attending school due to vulnerabilities or where parents/carers are key workers, attendance will be monitored as normal and non-attendance followed up with parents/carers and social workers/key workers as appropriate.

For all children attending school, emergency contact details for parents/carers will be regularly reviewed as these may change during the COVID-19 period.

Where the school receives Operation Encompass notifications, normal welfare checks will continue and advice sought from MAST (Multi Agency Safeguarding Team) where appropriate. In countries with earlier COVID-19 experience, they have reported nearly a doubling of police reported domestic abuse incidents during the periods of lockdown.

Further advice and support will be sought from the MAST (01942 828300) where required.

Our Online Safety expectations must be adhered to when online learning. Parents must supervise their child's learning online so that anyone posing a threat online can be detected, reported and deterred. Parents should report any concerns to: enquiries@athertonhigh.com

School Workforce: The Single Central Record (SCR) will be updated and maintained during the COVID-19 period. All regulations on the appointment and induction of new staff and volunteers will continue to be followed.

Information Sharing: The normal guidelines on the sharing of information remain in force during the COVID-19 period.

Where school receives safeguarding notifications or welfare queries (CADS, Operation Encompass, MARAC etc), school will respond to these during the COVID-19 period.

Where a child is attending alternate provision Atherton High School will share these notifications and queries with the hub school and the respective DSLs work together to respond and safeguard the child. Both schools will record information received, shared and action taken.

The school will share a full copy of their safeguarding record with **Atherton High School** so that they can retain a record of all actions taken to safeguard the child. For complex cases and where ongoing safeguarding concerns remain, a face-to-face handover between DSLs will take place to ensure records are fully understood and there is clarity of what further needs to be done to safeguard the child.

Information Governance: All new and additional activities during the COVID-19 period will generate information and all the requirements to protect data in the Data Protection Act/GDPR remain in force. Where new or additional activities, like online learning create new data and its storage, school privacy policies will be updated to reflect this.

Health and Development: Preventing the impairment of a child's health or development remains a key part of safeguarding responsibilities. In these uncertain and fast-changing circumstances with COVID-19, there are concerns that the physical and mental health of children will be affected. During any period of School closure, School will keep in contact with all our children who are remote learning Microsoft Teams, through e-mails or newsletters and in some cases, with phone calls. This will enable welfare to be monitored regularly and will ensure that School is fully informed of any unmet needs a child may have.

The DfE has set up a helpline and the contact details can be accessed at:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

14 APPENDIX D: SAFEGUARDING ARRANGEMENTS FOR REMOTE LEARNING

5. Safeguarding

5.1. *This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.*

5.2. *The DSL and Headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to the period of remote learning. Where School is open for Key worker and vulnerable pupils, vulnerable pupils will be encouraged to attend.*

5.3. *The DSL will arrange for regular contact to be made with vulnerable pupils who are not attending School, prior to the period of remote learning.*

5.4. *Phone calls made to vulnerable pupils not attending School will be made using school phones where possible or if using staff phones the number will be withheld.*

5.5. *The DSL will arrange for regular contact with vulnerable pupils daily, twice weekly or weekly as appropriate, with additional contact, including home visits, arranged where required.*

5.6. *All contact with vulnerable pupils will be recorded on the school's safeguarding system and suitably stored in line with the Data Protection Policy.*

5.7. *The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.*

5.8. *All home visits must:* • *Have at least one suitably trained individual present.* • *Be undertaken by no fewer than two members of staff.* • *Be suitably recorded on the school's safeguarding system.* • *Actively involve the pupil where appropriate.*

5.9. *Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.*

5.10. *The DSL will meet (in person or remotely) with relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.*

5.11. *All members of staff will report any safeguarding concerns to the DSL immediately.*

5.12. *Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns. The school will also signpost families to the practical support that is available to address these concerns.*

15 APPENDIX E: STAFF TRAINING AND HOW TO MAKE A REFERRAL

Staff training

It is important that all staff have appropriate training and are confident and competent to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

Staff receive training on how to make a referral and all staff are aware that all concerns should be shared via CPOMS. Staff also receive training on how to use CPOMS.

Staff safeguarding referrals

All safeguarding/cause for concern referrals need to be completed using the CPOMS system.

All staff should make sure that they have logged onto the CPOMS system and use the guidance provided.

Please can all staff use the following link to login for the first time.

Logging in for the first time

To ensure optimum security all members of staff must firstly create their own password. This can be done by selecting the 'Forgotten your password or using CPOMS for the first time?' option beneath the 'Log in' button. Simply input your email address and click 'Reset Password'. This will then send you a link to your email address where you can create your first CPOMS password.

Should the internet be down and CPOMS cannot be accessed. For emergency purposes such as this staff should go to reception where they can be provided with a paper hard copy onto which the safeguarding referral can be provided and returned to the DSL.

This is for emergency backup only if the service is not operational.

New staff and governors will receive training during their induction. All staff, including the Head Teacher (unless the Head Teacher is the DSL) and governors will receive regularly updated training and the DSL will receive updated training appropriate to the knowledge and skills required for the role, at least every two years.

In addition, all staff members will receive regularly safeguarding updates which can be in the form of email, bulletins, staff meetings, as required but at least annually.

Training will be in line with advice from the local Safeguarding board.

Supply staff and other visiting staff will be given the school's Visiting Staff guide (available from the reception or main admin office).

Guidance for Safer Working Practice – a copy of this guidance will be given to every member of staff (paid or voluntary) to assist with appropriate behaviour and minimise allegations of professional abuse.

The Governing body, via the Head Teacher, must be satisfied that every member of staff has received, read and understood the guidance. All staff will annually sign a declaration agreeing to operate in line with the best practice guidance.