

RAINHAM MARK EDUCATION TRUST

CHILD PROTECTION AND SAFEGUARDING POLICY

Review Body:	MAT Board
Leadership Group Responsibility:	CEO/Executive Principal
Type of Policy:	Statutory
Reviewed:	September 2019, Appendix A, B & C added March 2020. Appendix A amended July 2020 & Appendix B amended May 2020

The overall responsibility for the approval of this policy sits with the MAT board, but the day to day operational management and implementation of the policy is the responsibility of the heads of school and the local governing boards of each academy within the MAT.

Reference to Headteacher in this policy includes CEO/Executive Principal and/or the Head of School where applicable. There is a named MAT board member with MAT-wide responsibility for Child Protection and Safeguarding, and a local governing board member from each academy with responsibility in that academy.

This policy shall apply to all employees and volunteers of the Rainham Mark Education Trust.

The contact details for each of the schools' Designated Senior Lead (DSL) and his or her deputies will be posted appropriately throughout the academy and all staff made aware of the DSLs at staff briefings on a regular basis and as part of staff induction.

1. Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' 2019 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf and DfE guidance referring to the 'The Counter-Terrorism and Security Act' 2015.
- 1.2 The MAT board and local governing boards take seriously their responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff¹, volunteers, MAT board members and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

- 1.4 All staff believe that our schools should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
 - 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 to 4)
 - 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the schools, contribute to assessments of need and support packages for those children.
 - 1.5.5 To emphasise the need for good levels of communication between all members of staff.
 - 1.5.6 To develop structured procedures within the schools which will be followed by all members of the school community in cases of suspected abuse.
 - 1.5.7 To develop and promote effective working relationships with other agencies, especially the LA, Police, Health and Social Care.
 - 1.5.8 To ensure that all staff working within our schools who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a central record is kept in each school for audit.
 - 1.5.9 To ensure that anyone who falls within the relevant categories of staff described with the statutory guidance 'Disqualification under the Childcare Act 2006' is made aware of the legislation, including that they may be disqualified 'by association' under regulation 9 of the 2009 Regulations where they live in the same household as a disqualified person or in a household in which a disqualified person is employed.

2. Safe School, Staff

- 2.1 We will ensure that:
 - 2.1.1 All members of the MAT board and local governing boards understand and fulfil their responsibilities, namely to ensure that:
 - there is a Child Protection policy that meets the needs of the children in its community together with a staff behaviour (code of conduct) policy.

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
 - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
 - Risk assessments are carried out to decide if volunteers need enhanced DBS checks and to ensure that the host parents of exchange students have enhanced DBS checks.
 - a senior leader has Designated Senior Lead (DSL) responsibility
 - on appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
 - all other staff have safeguarding training updated as appropriate
 - any identified weaknesses in Child Protection practices are remedied immediately
 - a member of the MAT board is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Executive Principal or any Head of School
 - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the MAT website or by other means
 - the local governing boards consider how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through sex and relationship education (SRE).
- 2.1.2 The Lead DSLs are members of the Senior Leadership Team. The DSLs and their deputies have undertaken the relevant training, and, upon appointment will undertake 'DSL new to role' training followed by biannual updates.
- 2.1.3 The DSLs who are involved in recruitment and at least one member of the local governing body will also complete safer recruitment training to be renewed every 5 years
- 2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction, including the school safeguarding statement so that they know who to discuss a concern with.
- 2.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- 2.1.6 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.1.7 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.
- 2.1.8 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy/Child Protection School Appendices.

- 2.1.9 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 2.1.10 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.1.11 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO³ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration 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.
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The name of the designated members of staff for Child Protection, the DSLs and deputies, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy/Child Protection School Appendices, with the DSLs' names clearly displayed, as part of their induction into the school.
- 2.5 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website.
- 2.6 Additional guidance on safeguarding is given in the Code of Conduct for Staff.

3. Responsibilities

- 3.1 The DSLs are responsible for:
 - 3.1.1 Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made using the current Local Authority Safeguarding Partners protocol as described on the Medway Safeguarding Children Partners' website.
 - 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral. Training DDSLs and Heads of Year how to use CPOMS as a means of recording safeguarding and child protection information.
 - 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college
 - 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
 - 3.1.5 Liaising with other agencies and professionals e.g. as the Key Adult for Operation Encompass.

³ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

⁴ Contact the LADO for guidance in any case

- 3.1.6 Ensuring that either they or an appropriate staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 3.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 3.1.8 Organising child protection induction, and update training every 3 years, for all school staff.
- 3.1.9 Providing, with the Head of School, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)⁵.

4. Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2 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.
- 4.3 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.
- 4.4 Our schools will support all children by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 4.4.2 Promoting a caring, safe and positive environment within the school.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4 Notifying Social Care as soon as there is a significant concern.
 - 4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

5. Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.⁶

⁵ A model format for the Governors Annual Report is available from Medway Council.

⁶ Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008 (archived)

- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the appropriate team at Medway Social Care, or the Safeguarding Team at Medway Council.

6. Supporting Staff

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

7. Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of the schools' own Behaviour Management policies/school's own behaviour management appendix.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones and social media by staff and volunteers will be given at induction⁷
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 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 inform the Head of School or CEO/Executive Principal⁸.
- 7.6 The Head of School or CEO/Executive Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- 7.7 If the allegation made to a member of staff concerns the Head of School or CEO/Executive Principal, the person receiving the allegation will immediately inform the Chair of The MAT Board who will consult as in 7.6 above, without notifying the Head of School or CEO/Executive Principal first.

⁷ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

⁸ or Chair of Governors in the event of an allegation against the Headteacher

- 7.8 The school will follow the Medway procedures for managing allegations against staff. Where possible we will not send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.9 Suspension of the member of staff, excluding the Head of School or CEO/Executive Principal, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- 7.10 In the event of an allegation against the Head of School or CEO/Executive Principal, the decision to suspend will be made by the Chair of the MAT board with advice as in 7.8 above.
- 7.11 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.

8. Whistle-blowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy. Staff are made aware of the NSPCC helpline for whistle-blowing.
- 8.3 Whistle-blowing re the Head of School or CEO/Executive Principal should be made to the Chair of the MAT board whose contact details are readily available to staff.

9. Physical Intervention

- 9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.4 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.⁹

10. Anti-Bullying

- 10.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection

⁹ 'Guidance on Safer Working Practices is available on the DfE website

procedures. This includes all forms of cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse/ the disability being seen above all other issues i.e. abuse. We keep a record of bullying incidents.

11. Racist Incidents

- 11.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

12. Prevention

- 12.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The school community will therefore:
- 12.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 12.2.2 Include regular consultation with children e.g. through safety questionnaires, or participation in anti-bullying week.
- 12.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 12.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety education.
- 12.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and social media and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

13. Health & Safety

- 13.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

14. Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Board visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

This policy also links to our policies on:

Behaviour

Code of Conduct for Staff

Whistleblowing

Anti-bullying

Health & Safety

Allegations against staff

Parental concerns

Attendance

Curriculum

PSHE

Teaching and Learning

Administration of medicines

Drug Education

Sex and Relationships Education

Physical intervention

E-Safety, including staff use of mobile phones

Risk Assessment

Recruitment and Selection

Appendix One

Recognising Signs of Child Abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goat within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed

- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, sexting, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Peer-on-peer Abuse

Peer-on-peer abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies.

This is covered in the Behaviour Policy in the bullying section detailing the minimisation of incidents, the reporting of them, sanctions and support. PSHE will also cover this issue.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Criminal Exploitation - CCE

Children, young people or adults who are used, through whatever means, to engage in criminal activity by other young people or adults who are able to coerce them to do so.

The coercion is achieved through grooming, intimidation, acts of violence and debt bondage. The individuals involved may not identify themselves as being 'exploited' as such, but it is clearly to their detriment that they are involved in this type of activity.

Signs 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
- a change in well-being
- 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

Child Sexual Exploitation

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

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections

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

Appendix Two

So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. 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 HBV, or already having suffered HBV.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

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

Appendix Three

Specific safeguarding issues

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- abuse
- bullying including cyberbullying
- criminal exploitation of children and vulnerable adults county lines
- children missing education
- child missing from home or care
- child sexual exploitation advice for practitioners
- domestic abuse
- drugs
- fabricated or induced illness
- faith based abuse
- forced marriage
- gangs and youth violence
- gender based violence/violence against women and girls
- hate
- honour-based violence (HBV) including female genital mutilation & breast ironing
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- protecting children from radicalisation
- relationship abuse
- serious violence (Child Criminal Exploitation or CCE)
- sexual violence and sexual harassment between children in schools and colleges
- sexting
- trafficking and modern slavery
- upskirting

Appendix Four

Radicalisation

The Trust acknowledges its duty to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent Duty'). Specifically, we need to work to prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.

Terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".

The school will:

- use existing mechanisms such as PSHE, RE and assemblies for communicating understanding of the risk of radicalisation;
- ensure staff understand the risk and build the capabilities to deal with it;
- communicate and promote the importance of the duty; and
- ensure staff implement the duty effectively.

As required by law, but also as part of the intrinsic values of the RMGS community, we will teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. We also work to promote community cohesion.

The school must be a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. We will, however, be mindful of our existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

As part of our more general safeguarding practices we must ensure that we are protecting students from being drawn into terrorism by identifying children at risk, and intervening as appropriate. The DSL, having taken appropriate advice, will consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example.

All members of staff must also ensure that any visiting speakers – whether invited by staff or by students themselves – are suitable and appropriately supervised.

APPENDIX A – RAINHAM MARK GRAMMAR SCHOOL

Name of Head teacher	Alan Moore
Name of Designated Child Protection Co-ordinator	Emma Horstrup
Name of School Deputy Designated Person	Alan Moore, Trevor Watson, Jeremy Shibli, Kevin Frost, Mark McDowell, Claire Else
Name of Nominated Governor for Safeguarding	Rev S Roe

COVID-19 Appendix for Safeguarding & Child Protection Policy (RMGS)

30 March 2020

The following systems are in place in response to the changes effected by the COVID-19 pandemic.

1. “Protocols for Working from Home” guide sent out to staff re safe working on 19 March 2020 (see Document 1 in the bank below).
2. Vulnerable student list drawn up and all social worker and LAC children’s parents contacted to see if they are attending; all social workers contacted by either E Horstrup, C Else or D Barton to keep them informed. All social worker details are in CPOMS. Key SLT have the vulnerable students list.
3. Details on safeguarding edited on front page of website on 20 March 2020.
<https://www.rainhammark.com/safeguardingteamrmgs>
4. All SLT sent a reminder of how to access CPOMS.
5. Medway direction all done by 20 March 2020:

5.1 Double-check staff know to follow your child protection procedures as usual if they have any concerns about a child, whether they're in school or not.

Where staff are working remotely, make sure they have contact details for your safeguarding team and LA social care team, and can access your recording and reporting systems, if not then at the least share their concerns with someone who can record and report on the system you use.

5.2 For any pupil with a social worker, it is important that communication with the allocated social worker is regular. Please ensure you have the correct details to work together as effectively as possible and share concerns should they arise.

5.3 Make sure children and parents know where to go if they need help by:

- *giving them emergency contact details for your school and safeguarding team (use work phone numbers), and the LA social care team; and*
- *sharing the number and page for Childline with pupils (0800 1111, <https://www.childline.org.uk/>) – post it on your website, online learning platform, or print the number and website and give it to pupils.*

6. DSL has worked with school counsellor re new ways of working in counselling – see new contract which covers safeguarding (Document 2 below).
7. EH has emailed all social workers to check they have all they need from RMGS.

8. Staying safe online emailed to parents and link on website

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online/>

1. Document Bank

1. Protocols for working from home March 2020

Dear Colleague

Please take a moment to read through the following in order to safeguard yourself and to understand the expectations when working from home.

- Colleagues should wherever possible be available to respond to queries from students each day, taking appropriate breaks.
- Clearly, if colleagues have their own children at home – or other family members for whom they need to care - it may not be possible to be available throughout the day. However, best efforts should be made to allow for questions from students or colleagues to be answered as soon as is practicable.
- Colleagues should check their school email accounts at least twice a day, at least once in the morning and once in the afternoon.
- As far as possible we would like to keep track of student progress but appreciate this is very difficult. Take the approach we would normally use in school i.e. if someone is ill we would give them time to catch up; if a student deliberately did not do any work, we would contact parents. Obviously, our sanctions are limited here but we think it is vital that we contact parents and students if a student is simply failing to do any work after a sustained period of time. The call initially may well be a welfare check and then you can gauge if parents know whether their child has been submitting work. The normal escalation to Head of Departments is appropriate and from Head of Departments to Head of Year if a student is failing to do any work across the board. We are sure you will agree that we do need to challenge – gently at first – but need to try to ensure all students are engaged in their learning by keeping parents informed and getting parents to work with us.
- If an email request is made by a member of SLT for a response by a certain time, it is really helpful if all colleagues respond by the deadline - vital for safeguarding information.
- If a colleague becomes unwell whilst at home, they should inform SLT as soon as possible by email as this will mean they are sick and therefore cannot be expected to work as above.
- Likewise, if a colleague has a family member who becomes unwell and needs to be cared for, they should inform their line manager and SLT so that appropriate advice and support can be given.
- If colleagues are worried about something that a student has communicated to them, they should email E Horstrup, C Else and A Moore to ensure coverage.
- If colleagues have a particular concern that they would like to discuss with a member of SLT, or are feeling worried or anxious, they should email them in the first instance and arrange a mutually appropriate time to call each other.

Safeguarding Guidelines for Remote Teaching and Learning

The potential closure of the school presents new safeguarding considerations. In the event that you are working from home to facilitate learning, please ensure that the guidance below is followed alongside the school's usual safeguarding practices and policies.

Communication with Students and Provision of Learning Resources

Any teaching or **communication with students must only be through school approved channels** such as Moodle or school email.

There should be no use of webcams, Skype, FaceTime, WhatsApp, Facebook or any other method for live video or audio broadcast to communicate with students. However, you may record a teaching video or audio description e.g. to accompany a PowerPoint if you wish. Formal communication with students should take place only during normal school hours. Staff should not arrange to meet with groups of students or individuals.

Other considerations

In terms of setting work, please also be mindful of certain groups who may find working from home particularly challenging.

PPG/FSM Students (Access to Technology) - Not every family has the technology and even if they do, there may not be enough to go round the siblings.

SEND - Children with autism spectrum conditions may well find it difficult to accept that 'school' work should be done at home – some find ordinary homework difficult to accept. Their levels of anxiety will be higher than usual.

Reporting a safeguarding concern from home

If you do become aware of a safeguarding concern that you wish to report, please do send an email to E Horstrup, C Else and A Moore with the full details of the concern. If you are concerned about a young person who does not attend RMGS then it is your duty to refer as a member of the public. If the matter is urgent then contact the Medway Safeguarding Partnership Board (First Response) directly on 01634 334 466 or here to make an online referral https://www.medway.gov.uk/info/200170/children_and_families/600/concerned_about_a_child_safe_guarding_and_early_help and also email the details to E Horstrup, C Else and A Moore.

2. Counselling Information and Telephone Support Agreement

Usually counselling at Rainham Mark Grammar School is offered in person, however at this time of responding to Covid-19, we all need to think creatively about how to access the support that we need. Rainham Mark Grammar School is inviting those who are having access to counselling the opportunity to access telephone support in the meantime. If you feel that this would support you at this time, please read the agreement below very carefully and ask any questions that you need to. You and your parent/carer will need to read and sign this agreement before we can begin.

Supporting over the phone involves some challenges which are important to think about. You need to be careful that someone in your home does not overhear what is being said. We will both make sure that telephone support takes place in a private room with a closed door and that others in the building know not to disturb the session.

Counselling sessions can help you think about what is happening in your life and discover new ways to cope. During the telephone support session, I will listen carefully so that I can help you to explore your thoughts and feelings, so that you feel clearer about your choices and actions. We may not be in the same room, but this is still your time to relax, feel, think and just be yourself. We can use this time to explore coping strategies together to help you manage this time until we resume normal counselling sessions.

Your right to privacy will be respected, which means that the details of what is shared in the telephone support session will be kept confidential. However, if you share something that indicates that you are or someone else is at risk of harm, I have a duty to report concerns to Mrs Horstrup one of the school's designated Child Protection Co-ordinators. Although you are not at school, the school safeguarding policy is still followed.

We will arrange your appointments by email. You can do this yourself or you can ask your parent/carer to arrange this with me. You can book appointments for Monday to Wednesday 9:00 – 16:00, and Friday 9:00 – 14:00. My phone will be turned off outside of booked appointment times. If

you need to cancel or rearrange a session, then you can email me directly. Mrs Horstrup, the Deputy Head at Rainham Mark Grammar School, will be informed of your acceptance of support.

Telephone support can be every week or every other week on a day and at a time agreed with both parties. Each session is 20 minutes long. For safeguarding reasons, I will not have access to your personal number and you will need to dial 141 before calling me. This will withhold the number you are calling from. The amount of sessions that you can have is not limited, but we will check how the support is going every 4/6 sessions to make sure that it is still useful and needed.

If you miss two sessions in a row without making contact to rearrange it or cancel, then you will be taken off the support list until you request to be added back on.

I am a member of the British Association of Counsellors and Psychotherapists and abide by their Ethical Framework for good practice. This Ethical Framework can be found on the BACP website www.bacp.co.uk . My commitment to clients is set out at the BACP <https://www.bacp.co.uk/media/3102/bacp-ethical-framework-2018-our-commitment.pdf>

All files and data are stored under the guidance of BACP and in accordance with GDPR.

Client

I agree to take part in telephone support sessions with Sue Allen whilst counselling is unavailable at the school site. I agree to dial 141 before entering Sue Allen’s school mobile phone number (07766 267973) to protect my privacy. I agree to only call Sue Allen on this number at the arranged time and date.

Name: _____

Signed: _____

Date: _____

Parent/Carer

I agree for my child/child in my care to access telephone support sessions with Sue Allen whilst counselling is unavailable at the school site.

Name: _____

Signed: _____

Relationship to the child: _____

Date: _____

If you have any questions you are welcome to contact me. Please sign this agreement and return it to Sue Allen at SAllen@rmgs.org.uk

I look forward to hearing from you.



Sue Allen (School Counsellor, Rainham Mark Grammar School)

Protocols for live-streaming and contacting parents, May 2020

RMGS will follow the safeguarding guidance published on 19 April 2020 on live-streaming found here: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#virtual-lessons-and-live-streaming>

As we move towards doing some live streaming for Year 12 students generally and in special circumstances for Year 10 in Term 6, RMGS will be following the DfE recommended guidance provided by the NSPCC guidance here: <https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools#livestreaming>

RMGS is registered with Zoom and teachers must create an account linked to their school email for safeguarding reasons and so the 40-minute limit is removed. They must not use a personal Zoom account.

- Those staff leading the live-stream have read the NSPCC guidance and the school's instructions.
- Parental consent has been gained by asking parents to opt in. The protocols for pre-live-streaming have been shared with parents and students i.e.
 - not to share private information
 - not to respond to contact requests from people they don't know
 - who they should tell if they see or hear anything upsetting or inappropriate

Staff calling parents using their own devices

RMGS has given guidance to all staff on blocking numbers before calling parents and has informed parents to expect "number withheld" calls from the school. The school has also bought the services of Office UC to enable staff to block their numbers with complete confidence should they require this service. Protocols for Zoom calls have been sent to parents and all staff.

Protocols for live-streaming 22 May 2020 - Information for teaching staff

The school is suggesting that in Term 6 we offer some live-streaming for Year 12 generally and for Year 10 only in setting up NEA. There is **no** expectation that teachers live-stream if they do not want to, **but please could all teachers read the following guidance.**

The safeguarding guidance in April from the DfE was:

Virtual lessons and live streaming

There is no expectation that teachers should live stream or provide pre-recorded videos. Schools should consider the approaches that best suit the needs of their pupils and staff.

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

In some areas, schools may also be able to seek support from their local authority when planning online lessons and activities and considering online safety.

As we move towards doing some live streaming for Year 12 students and in special circumstances for Year 10, the DfE recommends looking at the NSPCC guidance here <https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools#livestreaming>

RMGS is registered with Zoom and teachers must create an account linked to their school email for safeguarding reasons and so the 40-minute limit is removed. They must not use a personal Zoom account.

Livestreaming

Livestreaming can be used by schools to broadcast an event taking place in school or to view external events. It's a valuable educational medium which can connect your school with the community and with events outside of your locality.

To create a safe environment for children and young people when watching or engaging in a livestream, there are several things you should consider.

Before starting any livestream, remind children:

- not to share private information
- not to respond to contact requests from people they don't know
- who they should tell if they see or hear anything upsetting or inappropriate.

Whether hosting or joining a livestream, you must get consent from parents and carers and children if any images of or identifying information about the child may be used.

Hosting a livestream

Hosting a livestream means any situation where the school instigates, publishes and is responsible for streaming online content. This includes livestreaming lessons, assemblies, announcements, activities, and if external visitors livestream on the school site.

When hosting a livestream

- consider which platform to use since free platforms such as YouTube or Facebook Live do not allow you to restrict the audience
- consider inviting your audience to register to watch the stream and issue a log in and password, or look into using a custom platform if livestreaming is regularly used in your school
- familiarise yourself with the privacy settings and know how to report any offensive or abusive content
- the stream should take place in school time and on school premises* and must be supervised by appropriate adults at all times. *At RMGS, staff may live-stream from home if the situation is suitable and staff follow all other guidance e.g. appearance and conduct.
- be sensitive to the needs of individual students, including deaf and disabled children, and children who may be sensitive to certain topics or issues that may arise during the livestream
- appropriate staff should supervise and be on hand to handle any sudden changes or upsetting developments that may occur during the livestream.
- At RMGS, we ask teachers hosting the live-stream to record the lesson and to keep that recording on their school laptop.
- At RMGS, we feel it is a good idea to have another member of staff present in the live-streamed lesson but is not essential.
- At RMGS we also feel that sending the Zoom link via email 5 minutes before the lesson starts and not before is also a sensible security step.
- Parental consent must be obtained before any live-streaming happens. For Year 12, the Head of 6th Form and team will gather consent; for individual subjects in Year 10, the Head of Department will gather the consent and will keep the Head of Year informed.
- In line with our normal behaviour policy, any student who does not meet the required standard of behaviour in a live-streamed lesson will be directed to correct their behaviour by the teacher(s) running the session until the ultimate sanction of being exited from the session and Head of Year and parents informed.

Joining a livestream

If you join a livestream that is hosted by someone outside the school, you may be able to participate through posting audio or written comments and liking or sharing the stream.

If you are joining a livestream

- familiarise yourself with the type of content to be used in the stream and check it is appropriate and relevant
- check with the provider on how they will use the stream in future. For example, will it be kept for archive purposes and will it be broadcast as a recorded event?
- make sure pupils know they don't have to contribute to request donations on celebrity or vlogger streams
- remind pupils that any comments posted will be seen by others and cannot be edited or deleted and this can become a part of their digital footprint.

Length of live-streams

In terms of length of live-streams the school suggests that a maximum of an hour at a time is preferable or, if you do stretch to a double lesson that there is a break in the middle. Some households will be sharing devices so less is probably more here.

Do not forget you can still narrate PPTs and post videos on the YouTube channel too to provide a mix and match approach.

Update on 2 July 2020 in light of publishing of returning to school in September government guidance

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

- As part of usual process, all staff and governors have been asked to read *KCSIE Part 1* (revised 17 June 2020) in time for 1 September and complete a M365 form confirming that.
- DSL will give the usual safeguarding updates training on 1 September for all teaching staff placing extra emphasis on the following point as listed in 1 June guidance
[https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers)

1 September training will:

- cover updates from KCSIE, June 2020
- inform staff of behaviours to watch out for that suggest a safeguarding issue and how the school's tutor programme is supporting all young people
- reflect that staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures
- inform staff and volunteers what they should do if they have any concerns about a child, including new concerns where children are returning
- stress the continued importance of all staff and volunteers acting immediately on any safeguarding concerns, including new concerns where children are returning
- stress the importance of ensuring relevant safeguarding and welfare information held on all children (including returning children) remains accurate. Schools and colleges (led by the DSL or deputy) should be doing all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns
- remind staff of the DSL (and deputy) arrangements
- refresh knowledge of peer on peer abuse - given the different circumstances schools and colleges are operating in, a revised process may be required for managing any report of such

abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)

- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)
- the approach to protecting vulnerable children
- what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed
- any updated advice received from the local safeguarding partners. DSLs (or deputies) should be leading the school or college's input into the local arrangements
- any updated advice received from local authorities regarding 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
- the continued importance for school and college staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners

APPENDIX B – RIVERSIDE PRIMARY SCHOOL

Name of Head teacher	Kim Wilmer
Name of Designated Child Protection Co-ordinator	Kim Wilmer
Name of School Deputy Designated Person	Helen Robson, Zoe Huggett, Nichol Gordon
Name of Nominated Governor for Safeguarding	Dave Brockman

During periods of extended school closure, such as during the coronavirus outbreak, the RMET Safeguarding Policy will still be applied. The following adjustments will be implemented at Riverside Primary School:

1. DSL contact numbers and email addresses will be shared with the Medway Safeguarding Education Team.
2. IT equipment will be upgraded to support remote access to CPOMS and SIMs.
3. DSLs will continue to liaise with other relevant professionals, such as social workers, and attend meetings where possible, including virtual meetings through skype, conference calling etc.
4. Where possible, there will be at least 1 DSL and 1 first aider on site each day.
5. Protocol for working from home, including safeguarding guidance and procedures, to be shared with all staff.
6. All staff to be reminded of their duty to report any concerns to a DSL or to the Medway Safeguarding team on 01634 334466.
7. Any teaching or communication with children or parents must only be through school approved channels such as Class Dojo. There should be no use of webcams, Skype, FaceTime, WhatsApp, Facebook or any other method for live video or audio broadcast to communicate with students, although a teaching video or audio description for learning may be used.
8. Formal communication with children should take place only during normal school hours. Staff should not arrange to meet with groups of children or individuals.
9. SLT to divide responsibilities between the “away” team and the “home” team so that online home learning activities can be monitored by a DSL.
10. Online safety guidance to be posted on Class Dojo as reminders to children for keeping safe when using online resources and learning platforms.
11. School website front page updated to signpost concerns to Medway Safeguarding team.
12. Vulnerable families identified by DSLs (CHIN, CP, LAC) attendance in school to be monitored and followed up with relevant social worker in instances of non-attendance.
13. Other vulnerable children without a social worker to be identified by SLT and regular contact made, at least weekly, by phone or Class Dojo messaging, and recorded.
14. Where there is non-engagement by a child with online learning, the class teachers will send a reminder via Class Dojo messaging to the parent/carer. If non engagement continues then class teacher to inform a member of SLT on a weekly basis. SLT will try to make contact with these families to check on wellbeing.
15. Staff wellbeing is supported through signposting to Care First and mental health resources. Pupil and parent/carer wellbeing supported through the Wellbeing page on Class Dojo.

With regard to the phased and/or full reopening of the school, the following guidance will apply (in addition to the above):

1. All government guidance will be followed in relation to reopening, with the key safety principles of:

- Avoiding contact with anyone with symptoms
 - Frequent hand cleaning and good hygiene practices
 - Regular cleaning of setting
 - Minimising contact and mixing
2. Staff to be reminded of safeguarding responsibilities and procedures, and asked to be vigilant to issues arising as children return, particularly around their mental health and emotional wellbeing. Engagement with home learning and resulting concerns around vulnerable children will continue to be monitored and reported to a DSL.
 3. Relevant staff to be made aware of any changes to vulnerable children's safeguarding status and any other significant information on a need-to-know basis.
 4. DSLs to ensure their training is up-to-date, as and when training provision resumes.
 5. Any new temporary or volunteer staff will be subject to a DBS check and will receive safeguarding training.

APPENDIX C – TWYDALL PRIMARY SCHOOL

Name of Head teacher	Catherine Logan
Name of Designated Child Protection Co-ordinator	Catherine Logan
Name of School Deputy Designated Person	Jack Allen, Catherine Johnstone, Geraldine Fautley, Holly Deasey, Kelly Page
Name of Nominated Governor for Safeguarding	Gemma Simpson

Appendix to Safeguarding for Twydall Primary School (Response to COVID 19 situation)

This is for staff. It is a temporary appendix to the Twydall Primary School Safeguarding Appendix.

This will be updated as the situation evolves.

Twydall will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Holly Deasy

Guidance for staff

- The best interests of children must always continue to come first
- If any member of staff has a safeguarding concern that a child might be in danger of immediate harm they should continue Act Immediately and make immediate contact in the following order.
 - Catherine Logan DSL
 - Jack Allen Deputy DSL (interim LAC Co-ordinator)
 - Holly Deasy Deputy DSL
 - Geraldine Fautley Deputy DSL
 - Kelly Page Deputy DSL
- If staff have concerns about a child, but do not think that they are in immediate harm they should report concern via CPOMS using this link <https://twydall.cpoms.net> and contact, Holly Deasy or Jack Allen, to alert them to the report on CPOMS
- A DSL or deputy DSL will always be available on site or remotely via mobile phone and normal procedures apply

Supporting children not in school

Twydall is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we have ensured that a robust communication plan is in place for that child or young person.

Twydall recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Twydall Primary need to be aware of this in setting expectations of pupils' work where they are at home.

Home tutors are monitoring completed work and calling pupils who have failed to complete work set to check on their well-being.

- Any teaching or communication with children or parents must only be through school approved channels such as Office 365 and Tapestry. When phoning parents please ensure that you have withheld your phone number.

- There should be no use of webcams, Skype, FaceTime, WhatsApp, Facebook, although a teaching video or audio description for learning may be used.
- Formal communication with children should take place only during normal school hours.
- Staff should not arrange to meet with groups of children or individuals.
- Food deliveries and staff visits to families are completed in pairs.

Keeping children safe online 365 and Tapestry

During the enforced lockdown, it will be necessary to communicate with children electronically, in Years 4, 5 and 6. Staff should ensure that professional boundaries are maintained and discussions are focused only on:

- The children's welfare
 - The content of the work
 - Helping them access the work
 - Giving specific feedback about the work
- Teachers in year groups 4, 5 and 6 are able to monitor the chat function through 365. Teachers should look for and act upon, through intervention and/or consultation with DSL, any indication of:
 - Through observing conversation or through direct report any indication that a domestic violence incident has occurred in the home (contact DSL immediately)
 - Any indication of emotional abuse
 - Any indication of Physical abuse
 - Any indication that the child is vulnerable to CSE (Child Sexual Exploitation) at home or online
 - Peer on peer abuse
 - Children giving away personal information from which they would be identified
 - Any indication that children are acting unsafely at home or online in another online platform
 - If you see any acronyms that you are not sure about, please check with a DSL

Live stories and Learning

Whenever teachers are creating live learning videos, such as storytelling and assemblies:

- Be aware of your surroundings and what will be in the background of your video stream
- Wherever possible and if necessary block out the background (using functions available on the technology)

Supporting children in school

- Where possible, there will be at least 1 DSL and 1 first aider on site each day.
- Twydall Primary School Site will remain secure while it is open to children and staff so that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- Twydall is committed to ensuring the safety and wellbeing of all its students and will continue to be a safe space for all children to attend and flourish.
- The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate.
- Twydall Primary will continue to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

- Twydall will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Identified Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans and children that are just below the threshold for social care intervention but are on Twydall Primary's monitor list.

The school is supporting identified vulnerable children in the following ways.

- The DSL team are calling families of children on CP, CIN and EHAs, as well as children that are just below the threshold of these categories, on a regular basis
- The DSL team are visiting identified families on CP, CIN and EHAs, as well as children that are just below the threshold of these categories and are dropping off food parcels.

Identifying emerging mental health difficulties

With the change in circumstances creating more stressful family environments, there is a concern that parents and children are more likely to experience negative mental health.

The Headteacher has arranged for staff to call identified parents.

Staff well-being is supported through signposting to Care First and mental health resources.

Pupil and parent/carer wellbeing supported through the Wellbeing page on website and communication through email and 365.

Within face to face exchanges or during e-communication exchanges staff should look for any of the following that may indicate deteriorating mental health and report to a DSL.

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

Attendance Monitoring

- Twydall Primary and social workers will agree with parents/carers whether children in need should be attending school
- Twydall Primary School will then follow up on any pupil that they were expecting to attend, who does not.
- Twydall Primary will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.
- In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Twydall Primary School will notify their social worker.

Safeguarding and Clusters

At Twydall we are working with other schools and have children on site from these schools.

The schools at which the pupils are registered will:

- Send a member of staff with the students, if appropriate

- Will ensure that Twydall Primary School staff have all of the emergency contact, allergy and medical information for that child before the child is left in the care of staff at Twydall Primary School

Reviewed by Catherine Logan and Jack Allen 1/04/2020