



Whole School Policy for Child Protection to Safeguard And Promote the Welfare of Children

September 2020-2021

INTRODUCTION

The Harlow Academy

Policy statement and principles

The Harlow Academy recognises its responsibilities for safeguarding children and protecting them from harm.

The school recognises that we have an important role to play in multi-agency safeguarding arrangements. We are committed to safeguarding and protecting children and young people and expect everyone in our school to share this commitment.

This policy applies to all adults, including volunteers working in or on behalf of the setting.

Child protection is defined as safeguarding and promoting the welfare of children by:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Protecting children from the risk of radicalisation, exploitation and other harms e.g. drugs, alcohol, gangs, neglect, sexual or criminal (county lines) exploitation
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Everyone working in, or for our school, takes all welfare incidents seriously and encourages children, young people and families to talk to us about anything that worries them. We share an objective to help keep children and young people safe by contributing to;

- The provision of a safe environment for children and young people to learn
- The creation of a culture of vigilance where we always act in the best interests of the child
- The identification of pupils who may be at risk of radicalisation, in need of extra help, or are suffering or likely to suffer significant harm and taking the appropriate action, working with other services as needed.
- The provision of appropriate policies and procedures including: The Staff Code of Conduct, The Safer Recruitment Policy, Allegations Against Staff, Complaints Policy, Pupil behaviour, Children missing education and Online Safety.

We will ensure that parents and our partner agencies are aware of our Child Protection & Safeguarding policy by raising awareness at initial meetings with parents of new pupils and at parent teacher meetings and ensuring that it is on the school website. The school website will also have information about how families, children and other agencies can contact the Senior Designated Safeguarding Lead and their deputy and include their availability in school holidays.

- ❖ Senior Designated Safeguarding Lead: Jan Collins jcollins@harlow.evolutrust.org
- ❖ Deputy Designated Safeguarding Lead: Linda Smith lsmith@harlow.evolutrust.org

As a special school we recognise that our pupils experience differences in their day to day lives than some pupils in mainstream education. Many of our pupils require regular support from adults from different agencies such as Health (OT, Physio, SALT, CAMHS) and Social Care. All professionals visiting school are expected to follow school protocols and wear identification at all times. In most cases professionals will be known to pupils, however school staff will endeavour to support children during any visits and support pupils during meetings if the pupils requests (visits from a social worker, for example). As a school we may support student teachers either on agreed visits into school as part of training or on placement. Any visiting adult is asked to respect our pupils' special needs at all times, follow our dress code and understand the emotional pressure that their presence may have in the room. Respect for the education, dignity and special needs of our pupils is expected at all times by all staff, professionals and visitors.

The Harlow Academy has fully adopted Nottinghamshire's Guidance on Visitors, including VIP's, to schools. The The Harlow Academy Visitor's Policy is available to all visitors and professionals and is made available on request.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead (SDSL) Jan Collins, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the Full Governing Body for approval and sign off at the first autumn term meeting.

Date of last review: September 2020

Date of next review: September 2021

Role	Name	Contact Details
Designated Governor for Child Protection/ Safeguarding	Nik Parr	nparr@harlow.evolutrust.org
Snr Designated Safeguarding Lead	Jan Collins	jcollins@harlow.evolutrust.org
Deputy Safeguarding Lead	Linda Smith	lsmith@harlow.evolutrust.org
Names of additional Safeguarding Leads	Karen Redgate Stephanie Cadman Donna Chambers Anita Buffrey	kredgate@harlow.evolutrust.org scadman@harlow.evolutrust.org dchambers@harlow.evolutrust.org abuffrey@harlow.evolutrust.org
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO		0115 8041272

MASH (Multi-agency Safeguarding Hub)	Eva Callaghan	0300 500 80 90
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546

Our policy applies to all staff, governors and volunteers working in The Harlow Academy and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

We will ensure that all parents and carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of The Harlow Academy's child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2020 and HM Working Together to Safeguard Children 2018 (with updates 09.12.2020) are incorporated into this policy.

During the Covid 19 pandemic we have put in place Appendix 1.0 which has now been updated to Appendix 1.1 & can be found at the end of this policy.

Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

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

Working Together to Safeguard Children 2018 (page 6).

NB. Definition: Children includes everyone under the age of 18 years of age

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and well-being, including their mental health.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing.
- Online safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation: KCSiE 2019 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse.
- Contextualised abuse.
- Bullying, including online bullying (by text message, on social networking sites, etc) and prejudice based bullying.
- Peer on Peer abuse.
- Racist, disability and homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls.
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation and human trafficking.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on Child Sexual Violence and Sexual Harassment (defined in KCSiE 2020 Part Five pages 69 to 77).
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence (County Lines).
- Is at risk of or from serious violence and violent crime (KCSiE 2020 paragraphs 31 and 32).
- Particular issues affecting children including domestic violence, female genital mutilation and honour-based violence and forced marriage.
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2020, Annex A page 94).

The Harlow Academy has policies in place that show how the school responds to the child protection and safeguarding areas of concern listed above. These include:

- The Child Protection policy.
 - The Behaviour policy.
 - Staff code of conduct
 - The attendance policy which informs of actions to address children who go missing from home, school or education
 - Anti-bullying (including cyber- bullying) policy.
 - Online safety, e- safety policy.
 - Information Sharing.
 - Safer Recruitment and Safer Working Practice
 - Management of Allegations and Whistleblowing
 - Supervision of Pupils policy
 - Physical Intervention policy
 - Physical Contact
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- Visitor Policy
 - Accessibility Plan
 - Central Record of Recruitment and Vetting Checks
 - Complaints Procedure Statement
 - Freedom of Information.
 - Female Genital Mutilation (FGM) Guidance
 - Radicalisation – Prevent Duty
 - Health and Safety Disability Equality Action Plan
 - Home-school Agreement Document
 - Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges
 - Physical intervention/positive handling
 - Register of Pupil Attendance
 - School Access Policy
 - School Behaviour
 - Relationships and Sex Education
 - Staff Discipline, Conduct and Grievance (procedures for addressing)
 - School information published on our website

All staff at The Harlow Academy are aware of their responsibilities to safeguard the mental health of all pupils and understand that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Any incidents about mental health would be recorded onto CPOMS straightaway. Following this, a decision would be made on the most suitable response for the pupil. Pathways can include a period of monitoring and checking in with the class teacher, a referral to the school's ELSA or an external referral to the educational psychologist or Early Help.

Our The Harlow Academy ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within The Harlow Academy will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take

opportunities to teach children about important safeguarding issues in a way that is developmentally appropriate.

The practice of adults at The Harlow Academy is based on the Ten key Messages from Young People:



Our pupils communicate in many different ways. For our pupils working at the Fundamentals of Communication, ie the very earliest stages of development, adults have to work closely to understand the varying vocalisations made, facial changes and body language. Some pupils may demonstrate varying levels of arousal which need to be monitored and interpreted. Some pupils communicate using signs, symbols & photographs & others using alternative means such as Eye Gaze or Ipad. All staff are fully aware of communication and always listen carefully to any child.

The Harlow Academy also encourages pupils to be involved by:

- Termly safeguarding assembly
- A safeguarding agenda item on every school council meeting
- Keeping Myself Safe Week
- Family Activity days (provide contact with emergency services & other agencies)
- Provision of Music Therapy
- Pupil complaints policy
- Being Involved, Being Heard display board located in the library area
- Provision of NSPCC & ChildLine posters around school
- Provision of ELSA (Emotional Literacy Support Assistant)
- All staff being available to listen

The Harlow Academy is led by senior members of staff and governors whose aims are to provide a safe environment and a vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding incidents we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have incidents about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the DSLs. Although we advocate that any staff can make a referral to children's social care or the Multi-Agency Safeguarding Hub (MASH), especially where a child is identified as being in immediate danger, they should however ensure that the SDSL or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that, whilst they should discuss and agree with the DSLs any actions to be taken, they are able to escalate their incidents and contact MASH or social care to seek support for the child if despite the discussion with the DSL their incidents remain. Staff are also informed of the school's whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

All staff including supply, cleaning & health colleagues have been provided with a copy of Keeping Children Safe in Education 2020 Part 1 & have signed a register to say they have received, read & understood this document. Senior staff & Designated Safeguarding Governor have received & read the whole document.

All our staff are aware of systems within The Harlow Academy and these are explained to them as part of staff induction, which includes our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education Part One. Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated every three years. In addition to this training all staff members receive child protection and safeguarding updates termly and annually. Safeguarding information is visible around school including in reception, the quiet study room, staffroom & staff toilets.

The Interim Executive Head teacher & Governing Body are aware of human rights legislation: UN Convention on the Rights of the Child 1989, Article 3: All organisations should work in the best interests of the child.

All our staff including supply staff & health colleagues receive an induction to the school which includes all appropriate safeguarding information & how to report incidents. This information is reinforced around the school in the staffroom, reception & on all adult toilet doors. Half termly CPD meetings are held to ensure knowledge is up to date. All incidents are logged onto the school's cloud based CPOMS system. All school & health staff have access to this system. Visitors to the school, volunteers & families receive a leaflet in reception detailing what to do if they observe or hear

anything that incidents them. The leaflet contains photographs & names of the senior & deputy DSLs & also the designated governor for safeguarding.

All DSLs regularly check that staff know how to report incidents by one to one discussion, meetings with teams from across the school & by the use of case studies for reflection which are located on all adult toilet doors & the staffroom.

The Senior DSL, who is familiar with national and local guidance, meets each half term with representatives from health staff to share information about any school pupils that may be causing concern; this includes any pupils who have not been taken to appointments, any pupils who may be subject to Child Protection/Child in Need Plans or any 'niggling' incidents that need to be shared. The Senior DSL then records these conversations onto the appropriate profile on CPOMS.

Staff constantly see and hear the messages that 'It Can Happen Here' and to 'Think the Unthinkable'. They are also reminded to always consider a safeguarding concern rather than think about a child's disability first.

When a concern is received by the DSL team via CPOMS it will be immediately triaged by a member of the team; this is mostly completed by the Senior DSL. The concern would be actioned in an appropriate way, either internally by the DSL team and/or Parental Liaison officer (Anita Buffrey) or externally by contacting Early Help or the MASH team. If a concern is received about a Looked After Child the DSL team will follow the Safeguarding & Incidents Pathway for Looked After Children living in Nottinghamshire & Nottingham City or the appropriate local authority for the pupil. If the concern is about a pupil on a Child Protection Plan or Child in Need plan the DSL team would contact the relevant social worker.

The Senior DSL also takes advice from Moira Cordon from MASH, and, if a concern is raised about an adult, Eva Callaghan, the Nottinghamshire LADO. The senior DSL also liaises closely with the SCIEO, Cheryll Stollery.

This academic year the school is hoping to forge stronger links with the designated neighbourhood police officer for the school & also with the NSPCC.

Our Child Protection Policy

There are six main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.

We recognise that because of the day to day contact with children, The Harlow Academy staff are well placed to observe the outward signs of abuse.

The Harlow Academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Maintain an attitude of 'it could happen here' & 'think the unthinkable' with regards to safeguarding & child protection.
- Include opportunities in the RSHE curriculum & all curriculum strands across the school for pupils to develop the skills they need to recognise and stay safe from abuse by:
 - Recognising and managing risks including online, sexual exploitation, sexting and running away, as well as radicalisation.
 - Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse.
 - Recognising how pressure from others can affect their behaviour.
 - Knowing that, as a school, we will act swiftly to address any incidents related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

The Harlow Academy curriculum ensures that opportunities are embedded for teaching children to be safe:

	Read'	Writ'	Com'n	Maths	Sci	PE	PSHE	A&D	Comp'	D&T	Hist'	Mus	Geog
PF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F	✓	✓	✓	Less	✓	✓	✓	✓	✓	✓	Less	✓	✓

The Life Long Learning curriculum showed opportunities for teaching children to be safe in all key stages and across all four of the strands, one of which is 'I Can Keep Myself Safe'. The PSHE curriculum has the vital theme of 'Relationships' which is accessed by all learners and is key to the teaching of SRE.

The wider curriculum also has opportunities which include:

- NSPCC PANTS
 - Educational Visits
 - Being sun safe
 - Being safe when eating & drinking
 - Fire drills
 - Code Red drills
 - Visitors to school
 - Titan Travel Training
 - Keeping safe during COVID
- The Harlow Academy will take all reasonable measures to ensure any risk of harm to children's welfare is minimised.
 - Take all appropriate actions to address incidents about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
 - Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
 - Promote pupil health and safety.
 - Promote safe practice, and challenge unsafe practice.
 - Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2020 Part Four Pages 56 to 68), and the NSCP local multi-agency procedures.
 - Provide first aid and meet the health needs of children with medical conditions
 - Ensure school site security.
 - Address drugs and substance misuse issues.
 - Support and plan for young people in custody and their resettlement back into the community.
 - Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
 - Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.

Sexual violence and sexual harassment can include, for example: physical behaviour such as grabbing bottoms, breasts and genitalia, flicking bra straps, lifting up skirts or 'up skirting'. Whilst there are some groups who appear more vulnerable to this type of behaviour notably girls, children and young people with SEND, and LGBT young people, it should be clear that all children and young people can experience this type of behaviour.

Up skirting typically involves: taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Any incidents of 'up skirting' will be reported without delay to the Senior Designated Safeguarding lead or the deputy DSL via the CPOMS system.

All staff know that it is everyone's responsibility to raise incidents and once reported staff still have a responsibility to ensure pupils are safe; questioning behaviour, is it safeguarding as opposed to SEND.

Cases of up skirting have a mandatory requirement for being reported. This will be completed by the Senior or Deputy DSLs.

The Harlow Academy has clear procedures to minimise the occurrence of these types of behaviours, how to deal with them & subsequently offer support to both the victim & perpetrator & any other pupils who may have been affected by the incident. Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti- bullying policy, peer on peer abuse policy and online safety policy.

Any pupils who receive education in the home for whatever reason will receive this by the Health Related Education Team with family members present. All staff have received safeguarding training & have had all necessary checks completed to comply with Keeping Children Safe in Education September 2020.

The Harlow Academy will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2020 to:

- Ensure we have a Senior Designated Safeguarding Lead (SDSL, Jan Collins), who is a member of the school's leadership team, and a Deputy Safeguarding Lead (DDSL, Karen Redgate) for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2020 Annex B).
- Ensure we have a nominated governor (Nik Parr/Deborah White) responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC): Julie Bullock
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any incidents to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise incidents about unsafe practice, and that these incidents will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents, carers & families have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.

- Keep written records of incidents about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; The Harlow Academy uses the electronic cloud based management & recording system CPOMS for its entire ongoing concern recording.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any incidents about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise at The Harlow Academy that all of our pupils have special educational needs and/or disabilities. This means they can face additional safeguarding challenges & vulnerabilities. Our pupils are especially vulnerable when identifying incidents due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

National guidance and research indicates that disabled children are recognised as the most vulnerable group in respect of safeguarding their wellbeing. A 2012 Ofsted Thematic Inspection (Protecting Disabled Children) makes it clear that disabled children are three to four times more likely to be abused or neglected, in comparison to non-disabled children.

"They may have physical, sensory and learning disabilities and difficulties. Severely disabled children often rely on parents and carers to meet most or all of their needs. They may have limited mobility and may find it hard to make their feelings and wishes known because of communication or language difficulties. Children with complex needs may receive services in a range of settings from a number of care providers leaving them vulnerable to ill or cruel treatment, to neglect and abuse. If they have been harmed or ill-treated they may find it difficult to know how they can express their own incidents about their welfare and they may not even know that the care they are receiving is not safe or appropriate. Disabled children trust their care-givers and rely on them to be sensitive to their personal care needs, their health, their emotional well-being and their safety."
(<http://www.safeguardingchildren.co.uk/parents-carers/disabled-children>)

At The Harlow Academy it is understood that prevention requires the provision of good support for disabled children and their families and the early identification and response to any concern is of paramount importance. A large proportion of the school's population would be unable to disclose any form of abuse, due to significant barriers to communication. In order to protect our pupils staff are required to be extra vigilant when working with children and young people on a day-to-day basis. We understand that children and young people must be given a 'voice' and all possible support to

communicate; therefore, staff are trained in many forms of communication and support our pupils on a personalised level.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- we believe it can happen here and we think the unthinkable
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- Addressing individual behaviour incidents and incidents taking into account the child's SEN and disability.
- Physical presentation: We observe closely any changes to a pupil's physical presentation, their mood, their manner and demeanor.

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

Developing the content of the curriculum by:

- ❖ Planning opportunities within the curriculum for pupils to develop the skills they need to assess and manage risk appropriately and keep themselves safe
- ❖ Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.

Ensuring that safeguarding issues are taught as part of a wider PSHE, SRE programme and through IT curriculum work to underpin a specific message such as 'sexting'.

The work that we do therefore will include the following:

Communication

Understanding healthy relationships, including trust

Understanding and respecting the concept of genuine consent

Understanding our rights (especially our collective right to *be safe* and to *feel safe*)

Recognising abusive and coercive language and behaviours

- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and peer on peer abuse policy which are kept up to date with national and local guidance and which are aimed at supporting all pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but, as members of our school, they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents. The Harlow Academy offers a range of support

including an open door, talk to any member of staff at any time & be listened to ethos, music therapy, therapies from other agencies for example the Nott's Sexual Violence Support Service.

- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 8, published in March 2019), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding incidents, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by everyone who comes through the doors of The Harlow Academy.

Safe Staff and Supporting Staff

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2020 Part Three and advised by NCC HR policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service the Trust. (NCC direct schools to the NSPCC Safe Recruitment online course).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any incidents arise we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2020 Part Three and maintains a Single Central Record, which is reviewed regularly and updated in accordance with KCSiE 2020 Part Three, paragraphs 164 to 171.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Staff can access a copy of this on the staffroom safeguarding board.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by a thorough induction before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the Interim Executive Headteacher (IEHT) or the Designated Safeguarding Lead, if the IEHT is not present, will be notified immediately. If it relates to the IEHT, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner or HR Service.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.

- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team
- All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section of the School Portal.

Links to other Local Authority policies

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school

- Accessibility Plan
- Anti-Bullying revised for 2020-2021
- Attendance Policy
- Behaviour Principles Written Statement
- Equality
- Central Record of Recruitment and Vetting Checks
- Complaints' Procedure Statement
- Cyber –bullying
- E Safety Policy
- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)
- Health and Safety Disability Equality Action Plan
- Home-school Agreement Document
- Knife Crime Policy
- Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges, and response to 'up skirting'
- Physical intervention/positive handling
- Register of Pupil Attendance
- School Access Policy
- Supervision of Pupils Policy
- School Behaviour
- Knife Crime Protocol 2019 (multi-agency)
- Relationships and Sex Education
- CRB - Use of Reasonable Force Policy/ Guidance
- Staff Code of Conduct
- Staff Discipline Conduct and Grievance (procedures for addressing)
- School information published on a website
- Visitors and VIP Policy
- Whistle Blowing Policy
- Guidance for NSPCC helpline and usage (When to Call the Police KCSIE, paragraph 70)

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link:
<https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

The policies identified above will be reviewed annually to ensure compliance with Keeping Children Safe in Education.

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff at The Harlow Academy consider, at all times, what is in the best interests of children.

All staff including site and cleaning personnel attend annual update training and know how to report any incidents they may have and who to talk to.

All staff at The Harlow Academy are particularly important as they are in a position to identify incidents early and provide help to children to prevent incidents from escalating. All staff contribute to providing a safe environment in which children can learn by:

- ❖ Adhering to the school's risk assessment for the whole school building and grounds
- ❖ Reporting any health and Safety incidents to the site manager
- ❖ Adhering to County policy when taking pupils on educational visits, both day and residential visits.

All our staff are aware of the early help process and understand their role in this.

This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their incidents with any of the Designated Safeguarding Leads and understand they may be required to support other agencies and professionals in assessments for early help.

The Harlow Academy will often employ staff from 'Simply Sensory' to work with pupils who, for whatever reason, cannot come into school. These staff have completed full DBS checks and induction procedures from school.

Parents and carers are always welcome to come into school to seek support and/or advice. A designated area is available for them to sit quietly and talk with staff if they are distressed and staff can be on hand to support in any way. In reception and our meeting room posters are clearly displayed to advise on who in school to contact should a parent or carer need help or support with a safeguarding issue.

The Harlow Academy recognises the importance of social care colleagues visiting school to meet with our pupils and/or staff. All of our DSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child's needs are met. Thorough reports are prepared and sent to meetings and the senior/deputy DSL and designated teacher for LAC will always attend meetings. The Harlow Academy works closely with social care and other agencies to ensure that the needs of children who may potentially be at greater risk of harm or who need a social worker due to safeguarding or welfare needs are met.

The Harlow Academy also recognises that children who have experienced trauma or adversity may be vulnerable to further harm and educational disadvantage in facing barriers to attendance, learning,

behaviour and mental health. Within school structures of support are in place which include: monitoring a pupil holistically, referral to ELSA, external referrals.

Children, parents and carers are signposted to other agencies for support via the school website, posters, newsletters and during meetings.

Safeguarding Training

All our staff are aware of systems within The Harlow Academy and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2020.

Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually and mostly termly.

Training has been provided by our Nottinghamshire SCIEO and also by staff from Hemsalls. The Harlow Academy also utilises the online training packages provided by the Nottinghamshire Partnership. The safeguarding board is regularly updated by the DSL team and updates are also displayed on the back of toilet doors. Safeguarding is always the starting point for whole school staff meetings when the senior DSL advises staff about any updates, local/national issues and CPD information.

All The Harlow Academy staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. Roles and responsibilities are always explained during update training and are explored using scenarios.

All our staff know what to do if a child is raising incidents or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

All staff have a key role to play in identifying incidents and provide early help for children.

To achieve this, they will:

- ❖ Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- ❖ Ensure children know that there are adults in the school who they can approach if

they are worried or have incidents.

- ❖ Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- ❖ Attend training in order to be aware of and alert to the signs of abuse.
- ❖ Maintain an attitude of “it could happen here” with regards to safeguarding.
- ❖ Record their incidents if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- ❖ Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- ❖ Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- ❖ Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2020 Part One.
- ❖ Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- ❖ Treat information with confidentiality but never promising to “keep a secret”.
- ❖ Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- ❖ Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- ❖ Liaise with other agencies that support pupils and provide early help.
- ❖ Ensure they know who the DSL and Deputy DSL are and know how to contact them.
- ❖ Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Staff frequently engage in learning opportunities provided by the NSCP (Online Learning)

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2020 para19 to 28), and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help (*KCSiE 2020 paragraph 18*)
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.

- Ensure that allegations or incidents against staff are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2020 Part Four), Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).
- KCSiE 2020 Part Four Allegations of Abuse made against teachers, other staff and volunteers and contractors', paragraph 211: includes behaviours which cover where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.
- Work with Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

Teachers (including NQTs) and Headteachers – Professional duty

The Teachers Standards 2012 remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for designated teachers to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The Designated teacher role has transferred to Julie Bullock who liaises closely with the senior DSL to ensure any children in these categories continue to make progress in line with their peers.

Designated Safeguarding Lead

The Harlow Academy has a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection and has received appropriate training and support for this role. The Senior Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead, who provides cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos, and that specific duties are discharged. They assist the Senior Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

Alongside the Senior and Deputy Safeguarding Leads are two other safeguarding leads who have received the same level of training (Stephanie Cadman, Karen Redgate, Donna Chambers and Anita Buffrey). Their role is to support the Senior and Deputy DSLs in the day to day management of incidents raised on the CPOMS system.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse.

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.

The Harlow Academy DSL Team meet every half term to ensure that every team member is fully informed and able to respond to the needs of children subject to safeguarding incidents. Minutes of these meetings are recorded by the SDSL.

The Harlow Academy is aware that from September 2019 Ofsted will inspect our arrangements as part of the child's journey and likely form a judgement regarding the safeguards in place. The Senior DSL and the rest of the DSL team meet on a half termly basis so each is fully informed of children subject to safeguarding incidents.

Work with others

- Liaise with the Interim Executive Headteacher to inform her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2020) and the LADO where there are child protection incidents/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/ LADO Allegation Officer where there are incidents about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.

The Senior DSL continues to regularly attend the NCC Designated Safeguarding Lead Focus Group Meetings. Information is then fed back to other DSLs at the half termly The Harlow Academy DSL meetings and through staff meetings and notice boards. The Harlow Academy has regularly hosted this event, which enables more members of the DSL team to attend. The SDSL and the DSL team

feedback information to other staff to raise awareness of emerging threats and risks via staff meetings, the staffroom or Safeguarding office notice boards.

The DSL team regularly contributes to the development of the curriculum and learning experiences for pupils through engagement in staff meetings, bulletins, notice boards and use of TV monitors in Reception and the Library.

Links have been formed with the NSPCC to further embed the teaching of safeguarding from September 2020.

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 8, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of incidents and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation and being groomed into extremist behaviours and attitudes (KCSIE 2020, Annex A p89-91).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

Raise awareness

- Ensure that the child protection policies are known, understood and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.

- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents and carers aware that referrals may be made about suspected abuse or neglect.
- Liaise with the NSCP and ensure all staff receive induction training covering child protection and are able to recognise and report any incidents immediately as they arise.

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on the roll of its new school or education provision.
- All incidents raised in school are logged onto the school's cloud based electronic management system CPOMS. A list of all pupils transferring to and from the school is maintained by the Senior DSL so that records can be exchanged promptly. Files sent to new schools or colleges are securely sent, separately from the main file, and a receipt is requested. For pupils transferring into school a letter of request is sent for pupil files to be sent. The Senior DSL will also speak to a DSL from another school or college should information be needed by them to continue supporting a pupil.

Availability

- During term time the Senior Designated Safeguarding Lead or the deputy will always be available during school hours for staff in the school to discuss any safeguarding incidents. Appropriate arrangements will also need to be in place for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2020 para 45 and 46, 67 to 73 and Annex B

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- The school has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise incidents about poor or unsafe practice with regard to children, and such incidents are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the Whole School Child Protection Policy; the Staff Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2020 Part One.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the Acting head of School will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2020). If the allegation is against the IEHT then the Chair of the Governing Body will manage the allegation – see below.

Governing Body

The governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2020 Part Four, 'Allegations of abused made against teachers, and other staff, including supply teachers and volunteers', HM Working Together to Safeguard Children 2018 and the recently published HM Government guidance Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018 and KCSiE 2020 paragraph 84, the additional clarification about GDPR and withholding information
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appropriately trained.
- Ensuring that all staff and governors read and fully understand at least KCSiE 2020 Part One, Annex A and Part Five as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.

- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities and act as the school's 'critical friend'.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the Acting head OF School and IEHT, so that child protection training is undertaken with refreshed in line with KCSiE 2020 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
- Ensuring that arrangements/procedures are in place to manage 'low level' incidents (allegations and incidents about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the Acting Head of School or IEHT by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure the school has the training and resources to manage any incidents or incidents harmful.
- Be alert to the growing incidents involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address incidents locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported. The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.
- We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school. We will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Care Leavers

We recognise those children and young people who cease to be Looked After and become 'care leavers', should remain supported and our Designated Teacher and school staff will work with the Personal Advisor appointed for them, where one is appointed, to help develop a pathway plan with them and the young person.

Identifying Incidents

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise incidents about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;

- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' incidents;
- Parents who collect their children from school when drunk, or under the influence of drugs, are influenced by gangs and drug and knife crime
- Children who have limited or no support or supervision when online and or using social media sites outside of their understanding or age limits
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.
- Children with mental or physical health issues or needs
- Children or young people with 'carer responsibilities beyond their age or limitations'.

The four categories of child abuse are as follows:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse, and**
4. **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.

Some of the Possible Indicators Could Include:

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

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

interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some of the Possible Indicators could include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appealing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

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

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the Possible Indicators Could Include:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

Upskirting Definition:

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

All staff have been informed that Upskirting is now a criminal offence and must be reported. Any incidents of Upskirting must be logged onto CPOMS with the 'Urgent' symbol activated so that the DSL team can act immediately. The families of both the victim and perpetrator will be contacted and plans devised to support both pupils.

Online abuse is now a greater issue as children learn remotely at home and may have limited supervision from parents and/or carers. Guidance for families to keep children safe online is regularly updated on the school's website

Contextualised Safeguarding

We recognise safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of. All our staff, but particularly our Designated Safeguarding Leads (DSLs) will consider the context within which such incidents and or behaviours occur. We recognise this is known as 'contextual safeguarding' and we will consider by assessing whether wider environmental factors are present in a child's life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

All staff are aware of CSE, Extremism, CCE, County Lines, Human Trafficking and harmful Sexual Behaviour. This is part of ongoing safeguarding CPD and continues to be focused on via quizzes, posters and scenarios. The Brook Traffic Light System is displayed on the staff noticeboard for reference.

Our staff will be alert to the potential needs for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan EHAF).
- is a young carer.
- is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern-day slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- has an age inappropriate understanding of sexualised behaviours.
- is privately fostered.

The Harlow Academy Child Protection Policy will be reviewed at a minimum, annually, and will be reviewed to reflect any changes made to Keeping Children Safe in Education September 2020 through the year. Appendix 3 Child Protection during the Covid 19 Measures is also regularly reviewed in line with changing national and regional guidance.

All our staff are aware they must **always act in the 'best interest of the child'** and report or refer incidents in accordance with our school policies.

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying incidents due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- addressing individual behaviour incidents and incidents considering the child's SEN and disabilities.
- Please see page of this policy 'Supporting Children'
- Please see additional guidance on safe handling, personal care, management of medication, transporting of children via the appropriate school policies.

Taking action where incidents are identified

Our staff recognise the difference between incidents about a child and a child in immediate danger.

If staff have concerns about a child they will need to decide what action to take.

A discussion should take place with the Senior Designated Safeguarding Lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions;
 - Leading questions should be avoided as much as possible
 - Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but will subsequently note the main points carefully.
- The use of the TED approach is strongly advised: Tell me, Explain to me, Describe to me.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.

Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Acting Head of School, IEHT or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: <https://www.nottinghamshire.gov.uk/nscp>

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious case reviews (SCRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2018 para 23).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- *DfE KCSiE 2020 paragraphs 82 to 88 and paragraph 94 has been updated to further clarify about GDPR and withholding information.*
- *HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

All staff and governors have completed GDPR training.

Records and Monitoring (KCSiE 2020 paragraphs 55,87,88,240 to 243, Part Five, Annex B page 100 to 101)

Any incidents about a child will be recorded in writing within 24 hours via CPOMS. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to, or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance.

Any incidents should be reported and recorded without delay to the appropriate safeguarding services e.g. MASH or the child's social worker if already an open case to social care.

A chronology is kept of all incidents logged onto the CPOMS system which all members of the DSL team have access to.

Safeguarding, child protection and welfare incidents are recorded and kept on the CPOMS system. The main pupil file should have a **red C** in the top right hand corner to denote a Child Protection Plan is in place.

Our school will ensure all or files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

The Harlow Academy uses My Concern to record all incidents.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time.

On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

The Child Protection (CP), Child in Need (CiN) or Confidential file (KCSiE 2020 paragraphs 55,87,88,240 to 243 and Annex B pages 100 to 101).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of incidents about a child's welfare which are outside of the usual range of incidents which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and Designated Safeguarding Leads in school (named designated person).

A 'child protection' or 'confidential' file should be commenced in the event of:

- A referral to MASH/Children's Social Care.
- A number of minor incidents on the child's main school file.
- Any child open to social care.

All 'child protection' or 'safeguarding confidential' files should contain:

- A front sheet.
- A chronology.

- A record of concern in more detail and body map, where appropriate.
- A record of incidents and issues shared by others.

The Harlow Academy keeps electronic records of incidents about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be kept on CPOMS.

Records will be kept up to date and reviewed regularly by the Senior Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The 'confidential' file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future incidents then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children leave The Harlow Academy we will ensure their confidential/child protection file is transferred to the new school or college as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It is good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place. There should be a smooth and safe transition for the child.

As The Harlow Academy uses an electronic case record management systems we continue to have dialogue between the Senior Designated Safeguarding Leads to ensure children subject to child protection and safeguarding incidents are well supported and any transition arrangements or change of school and/or education provision should be seamless.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept on CPOMS. This will include any contact from other agencies who may wish to discuss incidents relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concern and will take account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision Version 8 document published March 2019 or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school in the early identification of any incidents which may prevent future harm.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Educating Young People – Opportunities to teach safeguarding (KCSIE 2020 paragraphs 93 to 95)

As a school we will teach children in an appropriate way about youth produced imagery, online risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider RSHE programme as RSHE becomes mandatory in all schools from September 2020. It will also be through IT curriculum work to underpin a specific message such as 'sexting'.

The work that we do therefore will include issues such as:

- Communication.
- understanding healthy relationships, including trust.
- understanding and respecting the concept of genuine consent.
- understanding our rights (especially our collective right to *be safe* and to *feel safe*).
- recognising abusive and coercive language and behaviours.

The Harlow Academy continues to educate and engage children and young people to ensure they learn how to keep themselves safe when using on-line resources and social media platforms. This is constantly reinforced via the curriculum in both a planned or spontaneous way. Learning at home is becoming an increasing part of the Blended Curriculum as The Harlow Academy responds to national and local Covid 19 guidance. Where children have to access learning at home, class teachers maintain regular contact and advise of specific online learning opportunities.

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>

- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

The following appendices are a part of this policy:

Appendix 1. NCC LA Flow Chart 'What to do if you are worried a child is being abused
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Appendix 2: Template: Body Maps Guidance and Body Maps
--

Appendix 3: Covid 19

Appendix 1

<p style="text-align: center;">The Harlow Academy Child Protection/ Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'</p>
--

Member of staff, volunteer has incidents about a child's welfare

- Be alert to signs of abuse and question unusual behaviour

Where a child or young person discloses abuse or neglect

- Listen to what they say, keep calm, reassure they are right to tell and you will take action to help keep them safe. **DO NOT DELAY take any immediate necessary action to protect the child**
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information onwards
- Do not question further, or inform the alleged abuser

Discuss incidents with the Snr Designated/ Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern)
- Incidents and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential incidents' or 'child protection' file should be opened, stored in line with the school child protection policy

Still have incidents? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/ families personal details to hand and be clear about concern/ allegations

Safeguarding concern Resolved /no longer held

Support has been agreed, record decision, any follow up actions

**Children's Social Care
During Office Hour, Monday to Friday
Multi Agency Safeguarding Hub
(MASH)**

Tel:- 0300 500 80 90 If the child is at **immediate risk dial 101 and ask for assistance** Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/incidents by adopting Nottinghamshire Safeguarding Children Board procedures –

www.nottinghamshire.gov.uk/nscp

**Out of hours
Emergency
Duty Team
5.00pm – 8.30am
Tel 0300 456
4546**

**NSPCC Whistle
blowing Tel:
0800 028 0285**

Unmet needs identified
Decide what actions are needed to support the

**Consult with child
young person, family
and relevant agencies:**
Agree support, refer to NSCP guidance 'Pathway to Provision' Version 8

**Contacts: For any allegations/incidents regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO)
Tel:- 0115 8041272.**

Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047

This flow chart is intended as a brief guide. Please refer to our Child Protection Policy

Appendix 2

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any incidents should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

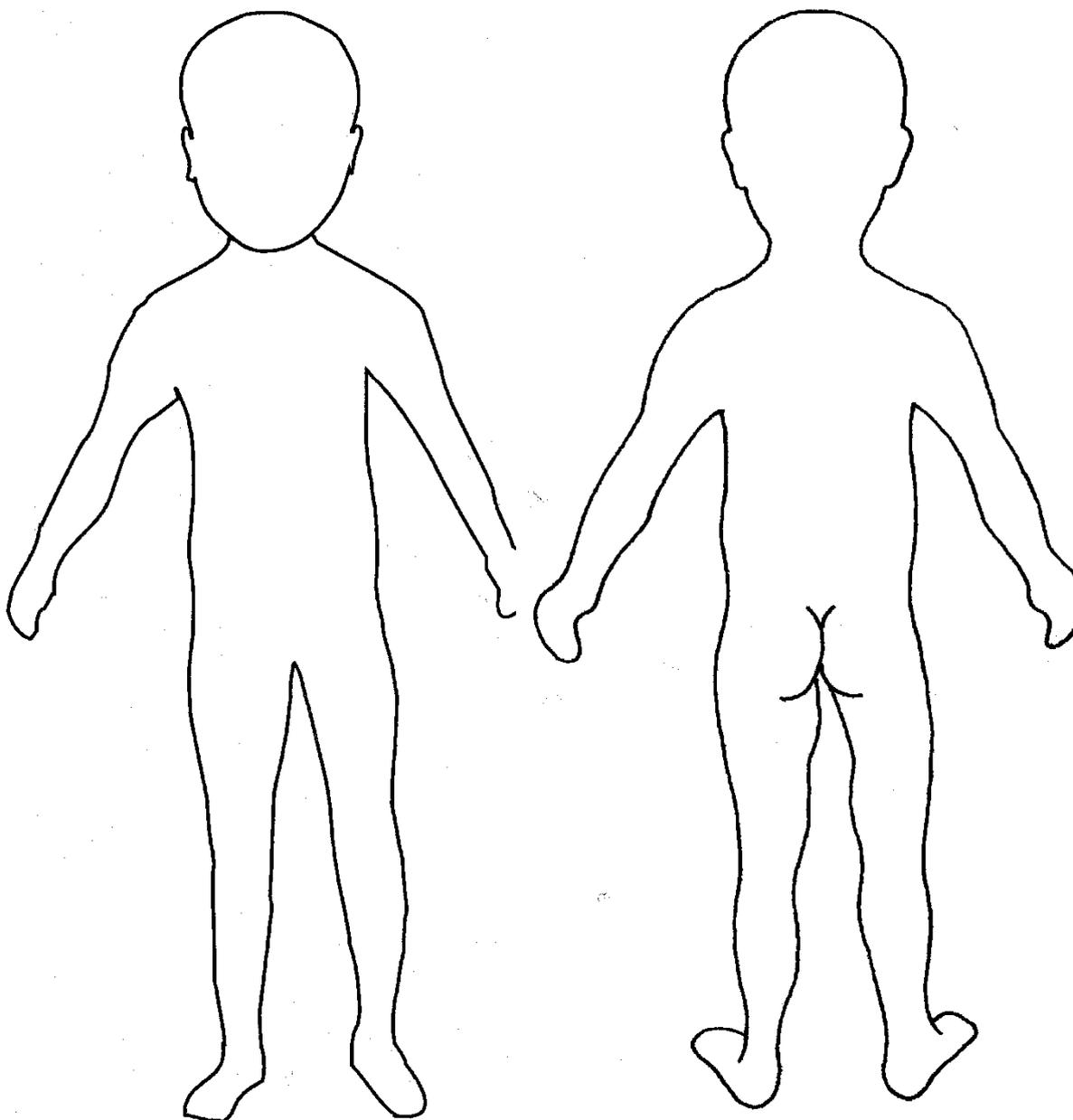
BODYMAP

(This must be completed at time of observation)

Names for Child: _____ Date of Birth: _____

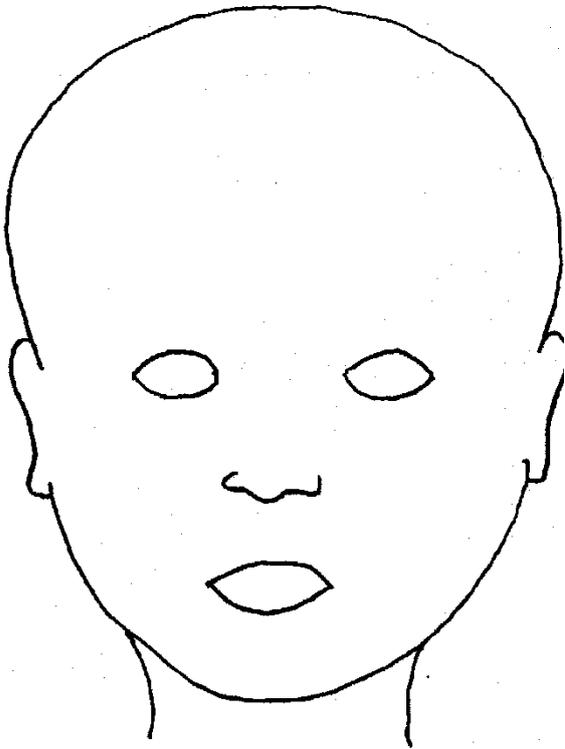
Name of Worker: _____ Agency: _____

Date and time of observation: _____

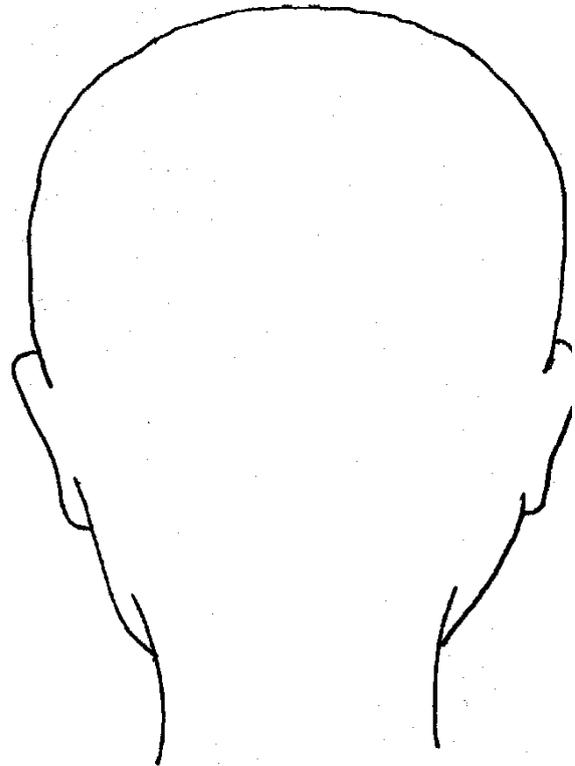


Name of
Child: _____

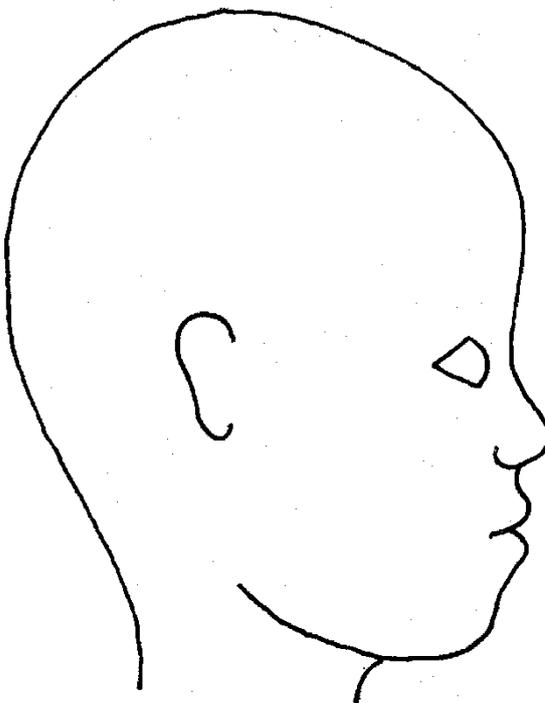
Date of
observation: _____



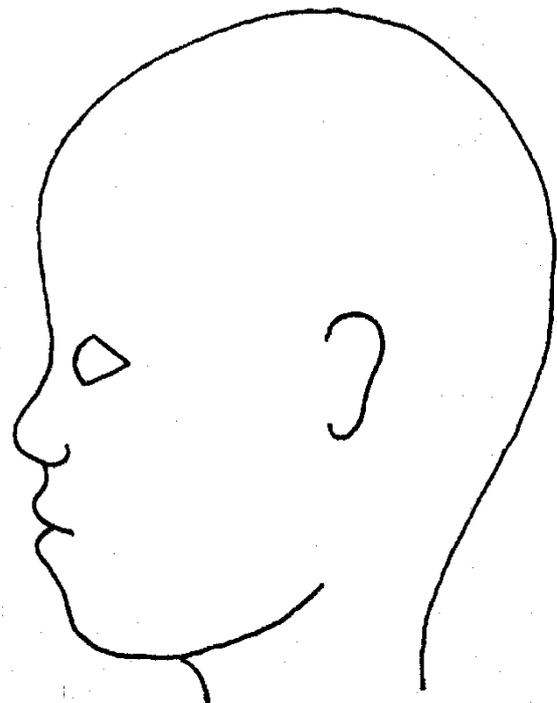
FRONT



BACK



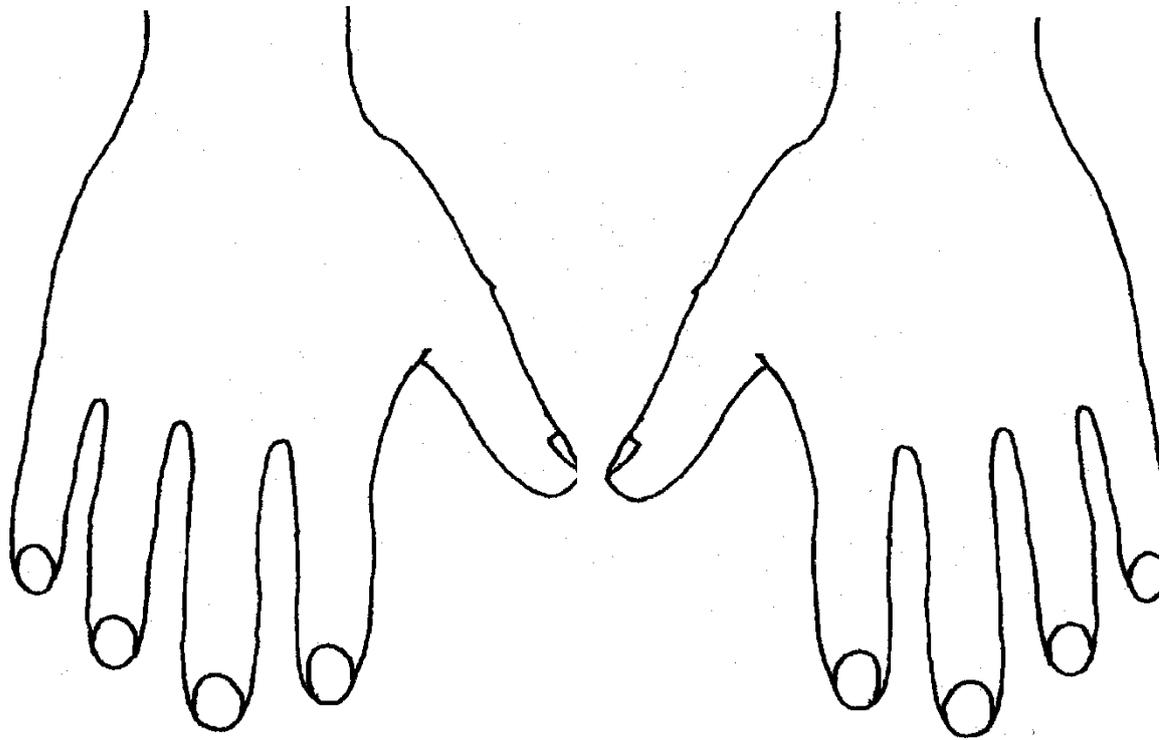
RIGHT



LEFT

Name of Child: _____

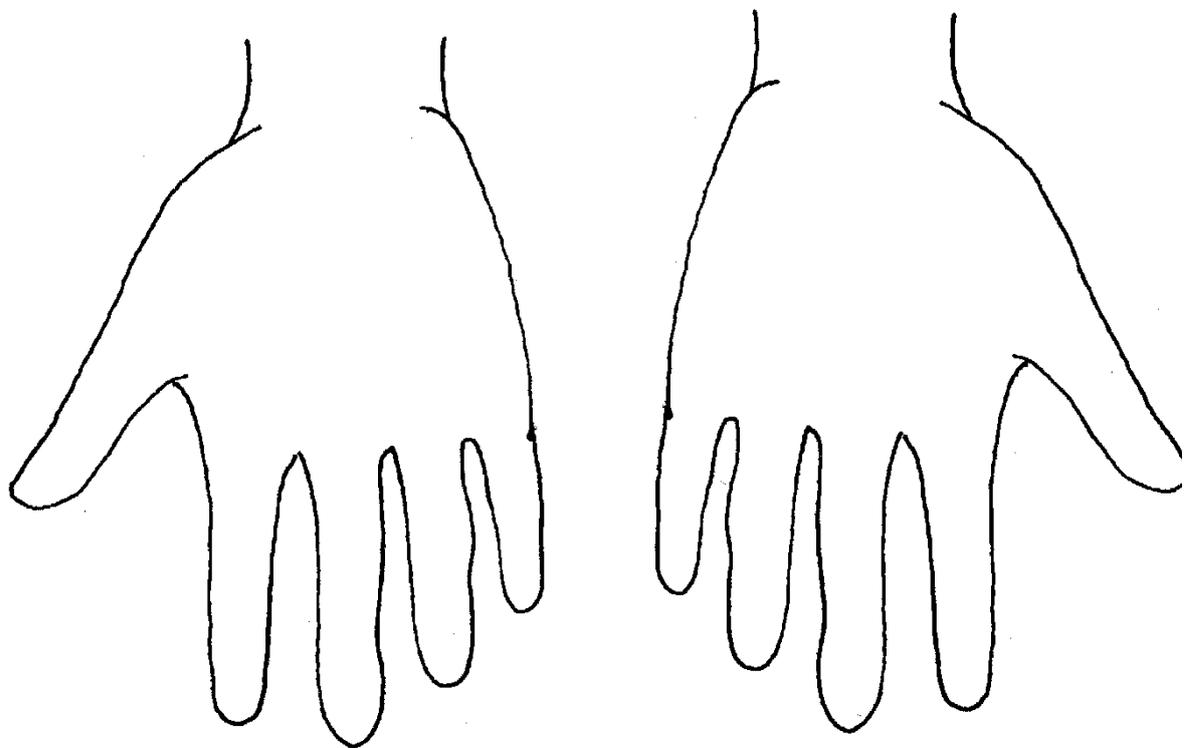
Date of observation: _____



R

L

BACK



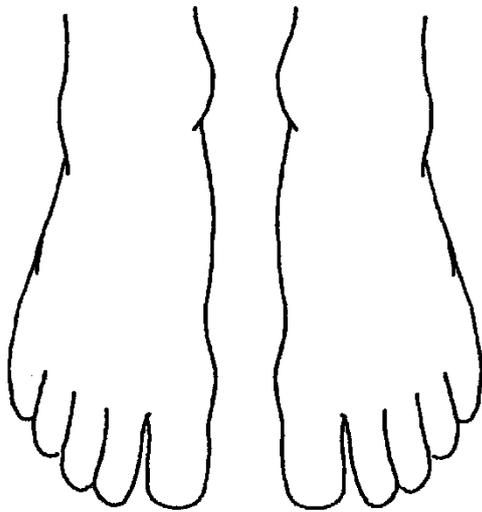
R

L

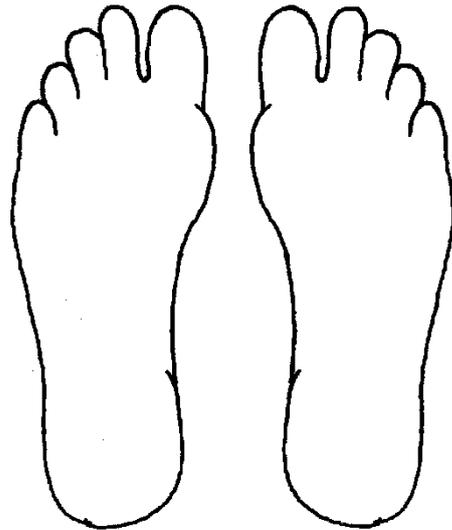
PALM

Name of Child: _____

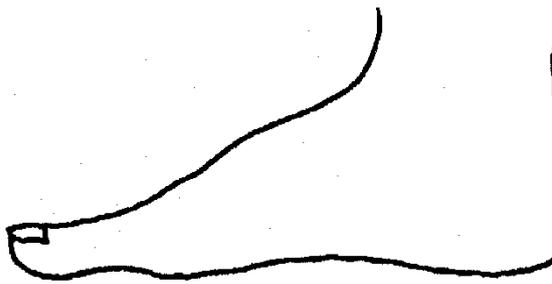
Date of observation: _____



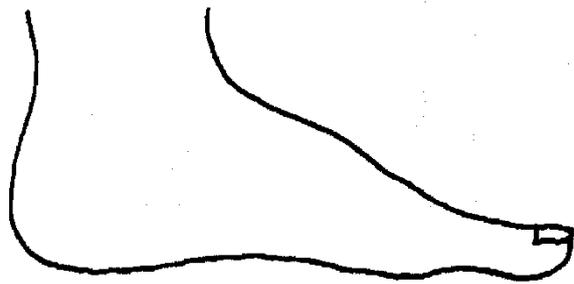
R TOP L



R BOTTOM L

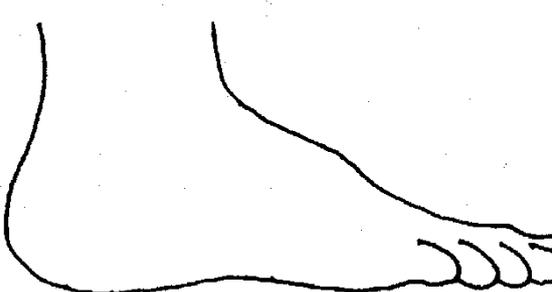


R

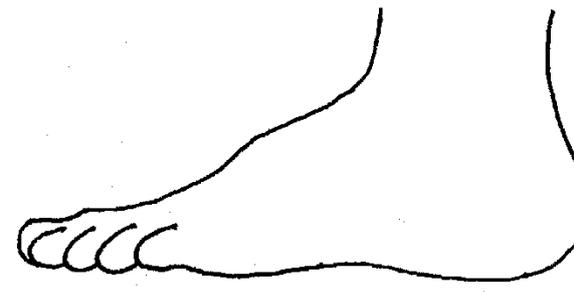


L

INNER



R



L

OUTER

Printed Name and Signature of worker: _____

Date: _____

Time: _____

Role of Worker _____

Other information: _____

Appendix 3

Covid 19

Context

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to 'business as usual'. Most children and young people are no longer in a school setting and staff numbers have been affected by the outbreak.

This annex to our Child Protection Policy, September 2020-2021 sets out details of our safeguarding arrangements for:

1. Version control and dissemination
2. Safeguarding priority
3. Current school position
4. Safeguarding partners' advice
5. Roles and responsibilities
6. Vulnerable children
7. Increased vulnerability or risk
8. Attendance
9. Reporting incidents about children and staff
10. Safeguarding training and induction
11. Safer recruitment/volunteers and movement of staff
12. Peer on peer abuse
13. Online safety
14. New children at the school
15. Supporting children not in school

Version control and dissemination

This is version 1.2 of this annex. It will be reviewed by our Senior Designated Safeguarding Lead (SDSL) or a Deputy (DDSL) on a weekly basis as circumstances

continue to evolve or following updated Department for Education advice or guidance. It is available on the school website and has been made available to staff and families by email.

We will ensure that on any given day all staff will be aware of who the SDSL and DDSLs are and how staff can to speak to them.

Safeguarding priority

During these challenging times the safeguarding of all pupils at The Harlow Academy, whether they are currently at home or in attendance, continues to be our priority. The following fundamental safeguarding principles remain the same:

- ✓ the best interests of pupils continues to come first
- ✓ if anyone in our school has a safeguarding concern, they will act immediately
- ✓ a senior designated safeguarding lead (SDSL) or deputy DSL will always be available
- ✓ no unsuitable people will be allowed to gain access to pupils
- ✓ pupils should continue to be protected when they are online.

Current school position

Currently The Harlow Academy is open to children whose parents or carers are critical to the COVID-19 response and cannot be safely cared for at home and also children who are vulnerable and do not have any underlying health issues.

Currently The Harlow Academy is operating as a 'Hub' School which means pupils and staff from another school are also working within our site. These children and adults have no contact with The Harlow Academy pupils.

The Harlow Academy will continue to be a safe space for all children to attend and flourish. Senior leaders will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate to maximise safety.

The Harlow Academy will refer to the Government guidance for education and childcare settings on how 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.

Safeguarding Partners' Advice

The Harlow Academy continues to work closely with safeguarding partners and we will ensure this annex is consistent with their advice. This will include expectations for supporting children with education, health and care plans (EHCPs), the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.

Roles and Responsibilities

The roles and responsibilities for safeguarding in The Harlow Academy remain in line with our Child Protection Policy (September 2020).

When possible, our SDSL or a DDSL will be available on site during the school day. Where this is not possible, we will ensure we have the SDSL or a DDSL available by phone.

Where our DSL or a deputy DSL cannot be on site, then in addition to one of the above options we will also ensure a senior leader from the school takes responsibility for co-ordinating safeguarding on site.

- ✓ The Senior Designated Safeguarding Lead
 - Jan Collins: jcollins@harlow.evolutrust.org
01623792671/ 07763656133
- ✓ The Deputy Designated Safeguarding Lead
 - Linda Smith: lsmith@harlow.evolutrust.org
 - 01623792671
- ✓ Designated Safeguarding Lead
 - Donna Chambers; dchambers@harlow.evolutrust.org
- ✓ Designated Safeguarding Governor
 - Nik Parr: nparr@harlow.evolutrust.org

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 plans (EHCPs)

Those who have a social worker include children who have a child protection plan (CPP) and those who are looked after by the local authority (LAC). A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent or carer does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent or carer.

All of our pupils have an EHCP so have been risk-assessed, in consultation with the local authority and parents or carers, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. The majority of our pupils can safely remain at home.

Senior leaders in our school, especially the SDSL and deputies know who our most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with children's social workers and the local authority virtual school head for looked-after and previously looked-after children.

Increased Vulnerability or Risk

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents and carers. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

Our staff will be aware of the mental health of children and their parents and carers and will contact the SDSL or a deputy if they have any incidents.

Teaching staff are telephoning all families weekly and sending a summary of the conversations to the SDSL which are then uploaded onto CPOMS. Any incidents are reported to the SDSL immediately. All families received a Home Welfare visit before 03.04.2020 and will receive further home visits for as long as the present situation exists. Those pupils identified as being at increased vulnerability continue to have weekly Home Welfare visits carried out by a member of the Safeguarding Team. The results of each visit will be written directly onto the Pupil's Profile on CPOMS. Any incidents raised are assessed within Local Authority procedures and referred to MASH if thresholds are met.

Attendance

Where a pupil is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the SDSL or a deputy DSL will be informed.

The SDSL or a deputy will attempt to contact the pupil's parent or carer via telephone, Parentmail or text. If contact cannot be made a home visit will be carried out. A risk assessment has been created to ensure staff and the family are not put at risk.

Where a vulnerable child (CPP/LAC/CiN) does not take up their place, we will notify their social worker.

Reporting Incidents about Children or Staff

The importance of all staff acting immediately on any safeguarding incidents remains. Staff will continue to follow our Child Protection procedures and advise the SDSL of any incidents they have about any pupil, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff. As such, it remains extremely important that any allegations of abuse made against staff attending our school are dealt with thoroughly and efficiently and in accordance with our Whistleblowing Procedures.

Staff Training and Induction

For the duration of the COVID-19 measures, our SDSL and DDSLs are unlikely to receive their refresher training. In line with government guidance, our trained SDSL and DDSLs will be classed as trained even if they cannot receive this training.

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education September 2020. When new staff are recruited they will receive a safeguarding induction in accordance with our Child Protection Policy.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- ✓ the individual has been subject to an enhanced DBS and children's barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern
- ✓ there are no safeguarding investigations into the conduct of that individual
- ✓ the individual remains suitable to work with children.

Safer Recruitment/Volunteers and Movement of Staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment policy

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

No volunteers will be allowed into school during school time. Separate direction and Specific Risk Assessments will be created should the Saturday Club request access to the site.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

Peer on Peer Abuse

We recognise that children can abuse their peers and our staff are clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the signs of peer-on-peer abuse and will follow the process set out in our Child Protection Policy.

Online Safety

It is likely that pupils will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support pupils.

Our staff will follow the process for online safety set out in our Child Protection Policy.

Teaching staff are sending daily emails to parents and carers and not contacting pupils directly.

New Pupils at School

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is).

Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at SDSL or DDSL level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The SDSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

- ✓ This is version 1.1 of this annex.
- ✓ It will be reviewed by our Senior Designated Safeguarding Lead (SDSL) or a Deputy (DDSL) on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance.