



## **Safeguarding and Child Protection Policy**

Date Last Reviewed: **September 2020**  
Next Review Date: **September 2021**  
Audience: **Open**

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## **1 Important Contact Numbers**

<b>Designated Safeguarding Lead</b>	<b>Kulvinder Nahal</b>	<b>020 3745 6216</b>
<b>Deputy Designated Safeguarding Lead</b>	<b>Neil Wilkey</b>	<b>020 3745 6216</b>
<b>Deputy Designated Safeguarding Lead</b>	<b>Jenny Lovelock</b>	<b>020 3745 6216</b>
<b>Child Protection Governor</b>	<b>Chris Billiet</b>	
<b>Deputy Child Protection Governor</b>	<b>Andrew West</b>	
<b>LEA Advisor</b>	<b>Rob Wratten</b>	<b>01895 277463</b>
<b>Allegations against staff advisor</b>	<b>Rob Wratten</b>	<b>01895 277463</b>
<b>Hillingdon Social Services</b>		<b>01895 556644</b>
<b>Harrow Social Services</b>		<b>020 8736 6955</b>
<b>Virtual Head for looked after children</b>	<b>01895 277359</b>	<b>lace@hillingdon.gov.uk</b>

## 2 Introduction

The health, safety and well-being of all our pupils are of paramount importance to all the adults who work in our school. All pupils have the right to opportunity and protection, regardless of age, gender, race, culture or disability.

## 3 Aims and Objectives

This policy is designed to ensure that all staff are clear about their responsibilities with regard to the promotion of pupils' welfare and the actions necessary should they have a concern about a possible child protection issue. Its aims are:

- to encourage the promotion of opportunities to help children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being;
- to raise the awareness of all staff and identify responsibility in reporting possible cases of abuse;
- to ensure effective communication between all staff when dealing with child protection issues;
- to lay down the correct procedures for those who encounter an issue of child protection.

## 4 Legislative Background

The *Education Act 2011* places a statutory duty on all schools to safeguard children, to promote their welfare and to ensure everyone plays their full part in safeguarding children from abuse and neglect.

*Every Child Matters (2004)*, the government's vision for children's services, proposed reshaping children's services to help children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

The 'Keeping Children Safe in Education' 2020 is the latest legislative requirements for the reforms, supporting: partnership between Local Authorities and local service providers; accountability, with LA's appointing Directors of Children's Services and Lead Members to provide vision and impetus for local change; sharper focus on safeguarding, with Local Safeguarding Children's Boards replacing Area Child Protection Committees; and inspection, with Joint Area Reviews assessing how successfully services are working together to improve outcomes.

The DfES has published a series of helpful guides, including Working Together to Safeguard Children, Every Child Matters: Change for Children in Schools and Safeguarding Children and Safer Recruitment

The Governing body has a duty to ensure that this policy is enforced.

## 5 Definitions (from Working Together to Safeguard Children)

'Safeguarding and promoting the welfare of children is an activity which is proactive and promotes safe and effective care for all children.

'Child protection' refers to the activity taken to protect specific children who are suffering, or at risk of suffering significant harm.

'Significant harm' is the threshold that justifies compulsory intervention in family life in the best interests of children. There are no absolute criteria on which to rely when

judging what constitutes significant harm. It may be a single traumatic event, or may be a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical or psychological development.

'Neglect' is the persistent failure to meet the child's physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

'Physical Abuse' is physical injury to a child caused, for example, by hitting, shaking, throwing, scalding, or poisoning where the injury was deliberately inflicted or knowingly not prevented.

'Sexual Abuse' involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, or non-contact activities such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

'Emotional Abuse' is the severe adverse effect on the behavioural and emotional development of the child caused by persistent or severe emotional ill-treatment or rejection.

## **6 Safeguarding and the Promotion of Children's Welfare**

All staff must contribute towards the creation and maintenance of a safe learning environment.

The culture of Newnham encourages children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. The example set by the teachers and other staff; school policies such as Anti-bullying, Equal Opportunities; assemblies, E-Safety and PSHCE; curriculum work in subjects such as RE; charitable work; visiting speakers and the experience of residential trips all promote these values.

Paragraph 76 of the guidance confirms that an enhanced DBS check with barred list information should be obtained for volunteers who will regularly work with children on an unsupervised basis. This is considered 'regulated activity'.

We require all adults employed in school and helping voluntarily on a regular basis to undergo an enhanced DBS check with barred list every 4 years to ensure that there is no criminal record or evidence of offences involving children or abuse. Non-employees regularly working in the school on a contract basis (e.g. cleaners) are also required to follow our policies and procedures.

Recruiting procedures and vetting checks for staff and volunteer helpers will follow the requirements laid out in: 'Keeping Children Safe in Education 2020'.

*Staff training will be provided to:-*

- ensure staff understand that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school
- ensure that staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's welfare;
- ensure staff are aware of how to recognise and respond to safeguarding concerns;
- support and promote inter-agency training.

## **7 Child Neglect and Abuse-Identification and the Decision to Report**

Dealing with child abuse is rarely straightforward. In some cases, a child's disturbed behaviour, or an injury, may clearly suggest that the child has been abused. In many situations, however, the signs will not be so clear cut and decisions about what action to take will be difficult.

1. Where members of staff have any suspicions of abuse they must immediately make their concerns known to the Co-Headteacher who is the Designated Safeguarding Lead or, in their absence, the other Co-Head or Assistant Headteacher who are the Deputy Designated Safeguarding Leads.
2. It is the responsibility of the Designated Safeguarding Leads to ensure that an appropriate course of action is taken that will lead to the protection of the child.

Sometimes staff may be reluctant to refer because of the fear that if suspicions are wrong the ensuing investigation may be damaging to the child and the school's relationship with the child and the child's parents. The consequences of reporting suspected child abuse and being wrong can be difficult. The consequences of not reporting suspected child abuse can be fatal.

## **8 Procedures for Staff who have Concerns about a Child's Welfare**

- 1 Make no effort to question the child concerned. If the child volunteers information, then listen but do not probe. Tell the child that the information may need to be shared with other adults so that they can help him/her.
- 2 Keep records of any conversations, observations and/or actions. Should a parent or guardian volunteer information, it should be recorded.
- 3 Report any suspicion of child abuse, however minor, to the Designated Safeguarding Lead.
- 4 The Designated Safeguarding Lead will take action as appropriate. This might involve:
  - a) recording concerns and advising staff to keep a watch for further evidence of neglect or abuse;
  - b) telephoning Social Services for advice;
  - c) notifying Social Services of the concerns and then following up with a written referral.
- 5 All records concerning suspected or confirmed child abuse, together with the summary of minutes of any conferences, will be logged onto CPOMS (Child Protection On-line Management System). This is totally separate from the child's normal school records.
- 6 All staff may raise a concern with children's social care if they believe there is a risk of immediate serious harm to the child. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration.

- 7 Safeguarding concerns about adults in the school should be made directly to the Designated Safeguarding Lead.

## 9 Allegations of Abuse by a Member of Staff

Any allegation that a member of staff has abused a child must be reported to the Designated Safeguarding Lead. The procedures to be followed are those laid down in the booklets, 'Safeguarding Children and Safer Recruitment in Education'. Any allegations against the Heads should be made to the Chair of Governors.

## 10 Training and DBS Checks

### 10.1 Employees

The safety and security of the pupils at Newnham Junior School is our highest priority. All employees of the school are checked for their suitability to work with children in three ways: by interview, by references being taken up from previous employers and by a check being made with the Disclosure & Barring Service (DBS). The DBS check informs us whether the employee has any criminal convictions, or has been deemed unsuitable to work with children.

School employees include; teachers and teaching assistants, office, welfare, premises staff and SMSA's. All such people are DBS checked at an enhanced level. Parent volunteers and peripatetic music teachers are also checked, again at an enhanced level.

### 10.2 Contract Workers

In addition to school employees, a number of other people work in the school on a regular basis, but do not have unsupervised contact with the children, and are not employed by the school, e.g. some of the cleaners. Others, such as tradesmen and technicians, work at the school from time to time. Their employment contracts are with their employers, who provide cleaning, maintenance and technical services on a contract basis. The school does not run a DBS check on these people because:

- they do not have unsupervised contact with children
- they are employed by other companies/organisations
- covering letters confirming that the employees are DBS checked by the employers, if appropriate, are kept by the school.

### 10.3 Training

All staff will attend training every 2 years to keep up to date on recognising signs of abuse. The Designated Safeguarding Lead, Assistant Designated Safeguarding Lead and Welfare Officer will attend annual training.

### 10.4 DBS Checks

Volunteers who have regular unregulated contact with pupils will be required to have an enhanced DBS check. Those who volunteer as a one off (e.g. visiting authors) will not require DBS checks to be undertaken but will be supervised by a member of staff while on school premises.

Governors, who come in on a regular basis (e.g. curriculum) will have DBS checks undertaken.

## 11 Types of Abuse

### 11.1 Peer on Peer Abuse

All staff are aware that children are capable of abusing their peers and should be alert to any risks of this happening.

To minimise the risks staff should:

- Be aware that all peer on peer abuse is unacceptable
- Be alert for any signs of peer on peer abuse
- Take all allegations seriously and follow the procedures as for 'Concern about a child's welfare'.
- Ensure all children are in designated areas when they should be
- Challenge any children who are in areas where they should not be

Staff should be aware that peer on peer abuse may include the following:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence such as rape and assault
- Sexual harassment such as sexual comments, remarks, jokes and online harassment, which may be standalone or part of a broader pattern of abuse
- Up skirting which typically involves taking a picture under a person's clothing without them knowing
- Sexting
- Initiation/hazing type violence and rituals

### 11.2 Serious Violence

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school
- A change in friendship or relationship with older individuals or groups
- A decline in school performance
- Signs of self-harm
- Signs of assault or unexplained injuries
- Unexplained gifts or possessions

### 11.3 Female Genital Mutilation (FGM)

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should inform the Designated Safeguarding Lead if they have any concerns that a pupil is at risk of FGM. Staff training will be included in the annual child protection training.

### 11.4 Preventing Radicalisation

Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising



when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means that they must work to prevent children being drawn into extremism.

It is the role of the Designated Safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability and know how to refer their concerns
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and the police
- Report to the governing body on these matters

### **11.4.1 Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race

### **11.4.2 Role of staff**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

### **11.4.3 Referral process**

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the designated safeguarding lead. When there is significant concern about a pupil, the designated safeguarding lead (Headteacher) will make a referral to the appropriate body.

## **12 Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The governing body and head teacher should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they

are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

## **13 Precautionary Advice to Staff**

There may be times when a member of staff, in the course of duty, uses physical intervention to restrain a child. This should happen only to protect the child, or other children or adults, from imminent injury or danger. The adult involved must report any such incident to the Co-Headteachers immediately.

Where possible, staff should avoid situations where they are alone with a child. There will be times when a member of staff needs to be alone with a single child, for example when teaching a child with SEN, or an individual instrumental lesson, or when a child is being dealt with for a pastoral issue or reprimand. In these situations where possible, staff are advised to conduct the lesson or conversation in a place which is not isolated from the coming and going of other staff and/or pupils, and to leave the door open so that passers-by can see/hear what is going on. If at any time a member of staff becomes uncomfortable about one to one sessions with a particular child, they should bring the sessions to a close and speak to the Head.

There must always be at least two members of staff on the premises when there are children in the school; this includes pupils taking part in extra-curricular activities. Physical contact between staff and pupils is permissible but must not be inappropriate. Appropriate behaviour would include staff carrying children if they are hurt or upset, or shaking hands with, patting the back of or giving a congratulatory hug to an older child. Inappropriate behaviour would include any kissing or sexual touching, unduly prolonged physical contact or touching a child who was not fully dressed.

The supervision of children in Y3 – Y6 changing for PE/Games, is left to the discretion of the class teacher. However, any requests in special circumstances should be respected e.g. for medical or religious reasons. Staff should ensure safeguarding practices and procedures are in place for themselves and the children at all times.

**Every September at the start of each school year, all employees will receive a copy of this document as part of the staff handbook, and will be expected to follow the procedures as stated. New/temporary staff will receive a copy of this document on starting employment.**

## **14 Appendix 1: COVID-19 Addendum to the Child Protection Policy**

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## 14.1 Important Contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Kulvinder Nahal	020 3745 6216
Deputy DSL	Neil Wilkey Jenny Lovelock	020 3745 6216
Designated member of senior leadership team if DSL (and deputy) can't be on site	Miss Sue Hodges (Infant Head) Miss Sharon Letch (Infant Deputy)	020 3745 6215
Co-Headteacher	Kulvinder Nahal Neil Wilkey	020 3745 6216
Local authority designated officer (LADO)	Rob Wratten	07919115892
Chair of governors	Dr Tanya Huehns	020 3745 6216

## 14.2 Scope and definitions

This addendum applies during the period of lockdown due to COVID-19. It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's definition of 'vulnerable children' includes those who:

- Are assessed as being in need, including children:
  - With a child protection plan
  - With a child in need plan
  - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
  - On the edge of receiving support from children's social care services
  - Adopted
  - Young carers
  - Considered vulnerable at the provider and LA's discretion

## 14.3 Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

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

## 14.4 Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

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

## 14.5 DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site. This may be the Infant Headteacher or Deputy Head if the junior leads are unable to be present. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

## 14.6 Working with other agencies

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.

## 14.7 Monitoring attendance

We will resume taking our attendance register. We will also continue to submit the Department for Education's daily online attendance form, until no longer asked to do so.

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by telephone by 9.30 am.
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

## **14.8 Peer-on-peer abuse**

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

## **14.9 Concerns about a staff member or volunteer**

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Hillingdon LADO.

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## **14.10 Contact plans**

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be mainly over the phone but doorstep visits if needed.

We have agreed these plans with children's social care where relevant and will review them regularly.

If we can't make contact, we will contact children's social care or the police, if necessary.

## **14.11 Safeguarding all children**

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

# *Newnham Junior School*

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Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

## **14.11.1 Children returning to school**

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

## **14.11.2 Children at home**

The school will maintain contact with children who are not yet returning to school. Staff will use email in the first instance to help identify any concerns. They will use school phones and devices to make calls home if necessary.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

## **14.12 Online safety**

### **14.12.1 In school**

We will continue to have appropriate filtering and monitoring systems in place in school.

IT staff are able to remote in from home and Inspire (IT provider) are also available during school time.

### **14.12.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing staff behaviour and code of conduct policy

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **14.12.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Know where else they can go for support to keep their children safe online

## **14.13 Mental health**

### **14.13.1 Children returning to school**

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

### **14.13.2 Children at home**

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time. The Educational Psychologist has been available for parents to contact for support.

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

## **14.14 Staff recruitment**

### **14.14.1 Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the [DBS](#). New staff must still present the original documents when they first attend work at our school.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will follow [Home Office and Immigration Enforcement guidance](#).

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

### **14.14.2 Staff 'on loan' from other schools**

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

## **14.15 Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.



## 14.15.1 New and 'on loan' staff induction

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

## 14.15.2 DSL training

The DSL (and deputy) may not be able to take part in training during this period. If this is the case, the DSL (and deputy) will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL (and deputy) will do what they reasonably can to keep up to date with safeguarding developments, such as [via safeguarding partners, newsletters and professional advice groups](#).

## 14.16 Keeping records of who is on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them. All staff will be asked to sign in for health and safety reasons.

We will continue to keep our single central record up to date.

will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

## 14.17 Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

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Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

## 14.18 Monitoring arrangements

This policy will be reviewed as guidance from the Department for Education and is reviewed every 4 weeks by the SLT.

## 14.19 Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff [behaviour policy/code of conduct]
- IT acceptable use policy
- Health and safety policy
- Online safety policy

This document was approved and adopted by the governing body

Date 14<sup>th</sup> October 2020

Name of the Chair of Governors Tanya Huehns

Signature of the Chair of Governors \_\_\_\_\_

Date	Status	Comments
11th October 2017	No changes	
10 <sup>th</sup> October 2018	Updated	Headteacher reviewed and updated in line with statutory changes
9 <sup>th</sup> October 2019	Updated	Headteacher reviewed and updated in line with statutory Keeping Children Safe in Education requirements
10 <sup>th</sup> June 2020	Updated	appendix added as a result of Covid-19

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14 <sup>th</sup> October 2020	Updated	Headteacher reviewed and updated in line with KCSIE requirements. Deputy Child Protection Governor details updated.
15 <sup>th</sup> January 2021	Updated	Headteacher reviewed and updated in line with DfES updates and guidance.