

SCHOOL SAFEGUARDING & CHILD PROTECTION POLICY

SCHOOL SAFEGUARDING & CHILD PROTECTION POLICY

Updated June 2020

Designated Safeguarding Lead (DSL): Kerry ann Beet

Deputy Safeguarding Leads: Sarah Wilson, Mal Baker & Vicky Fieldhouse

Safeguarding Governor: George Wild

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

Introduction

Section 1 School Commitment

Section 2 Providing a Safe and Supportive Environment

- 2.1 Safer Recruitment and Selection
- 2.2 Safe Working Practice
- 2.3 Risk Assessment
- 2.4 Safeguarding Information for Pupils
- 2.5 Partnership with Parents
- 2.6 Partnership with Others
- 2.7 School Training and Staff Induction
- 2.8 Support, Guidance and Supervision for Staff
- 2.9 Alternative Provision including Work Placements

Section 3 Ensuring that Children are Safe at School and at Home (specific safeguarding issues)

- 3.1 Child Protection Procedures
- 3.2 Supporting the child and partnership with parents
- 3.3 Preventing violent extremism
- 3.4 Child Sexual Exploitation
- 3.5 Female Genital Mutilation
- 3.6 Domestic Abuse
- 3.7 Forced Marriage
- 3.8 Peer on Peer abuse
- 3.9 Youth Produced Sexual Imagery
- 3.10 Attendance and Children Missing Education
- 3.11 Child Criminal Exploitation: County lines
- 3.12 Contextual Safeguarding
- 3.13 Children with Family Members in Prison
- 3.14 Sexual Violence and Sexual Harassment between children
- 3.15 Carrying Knives/offensive weapons and gang culture
- 3.16 Children who may require Early Help
- 3.17 Children Looked After and previously looked after children
- 3.18 Private Fostering

Section 4 Allegations Regarding Person(s) Working in or on Behalf of School (including Volunteers)

Section 5 Pupil Information

- 5.1 Pupil Information
- 5.2 Transfer of Files

Section 6 Role and Responsibilities

- 6.1 Governing Body
- 6.2 Principal

- 6.3 DSL
- 6.4 All Staff and Volunteers

Section 7 Child Protection Procedures

- 7.1 Definitions
- 7.2 Concerns that Staff Must Immediately Report
- 7.3 Responding to Disclosure
- 7.4 Action by the DSL
- 7.5 Action Following a Child Protection Referral
- 7.6 Recording and Monitoring

Appendices

- Appendix 1 Body Map Guidance
- Appendix 2 Safeguarding Poster
- Appendix 3 Referral Flowchart (KCSIE 2019)
- Appendix 4 Contact Details
- Appendix 5 Coronavirus Update

Introduction

The aims of the procedures in this policy are to:

- Clarify roles and responsibilities of everyone within our school in relation to safeguarding
- Have clear procedures that are followed when a child or their family is identified as needing more help and support than universal services can provide

Section 1 Our Commitment

We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by [Keeping Children Safe in Education](#) (2019) and [Working Together to Safeguard Children](#) (2018). Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school setting, and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'

Springwell Learning Community is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance *Keeping Children Safe in Education* (2019).

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants; verifying identity, academic and vocational qualifications; obtaining professional references; checking previous employment history and ensuring that a candidate

has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status; the Children's Barred List; and right to work in United Kingdom checks.

In line with statutory changes, underpinned by regulations, the school will maintain a Single Central Record (SCR). This document will cover the following people:

- All staff and governors (including supply staff, and teacher trainees on salaried routes) who work at the school: this means those providing education to children; and
- All members of the proprietor body

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained **and** the date on which each check was completed/certificate obtained apply:

- An identity check
- A barred list check
- An enhanced Disclosure and Barring Service (DBS) check
- A prohibition from teaching check
- A section 128 check (for management positions and governors)
- Further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions
- A check of professional qualifications
- A check to establish the person's right to work in the United Kingdom.
- Those staff working with children or in the day to day management of those working with children under reception age in the school setting, or under 8 years of age in out of hours provision are considered to be participating in 'Relevant Activity' under the 2018 regulations of the Childcare Act (2006). A self-declaration of 'disqualification under the childcare act' will be required and recorded on the SCR.

For supply staff, the school will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received.

Where checks are carried out on volunteers, the school will record this on the single central record. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child. The school will undertake and record individual risk assessments on all volunteers to establish what, if any, level of DBS will be required.

Key members of staff including the Principal and Vice Principal have undertaken Safer Recruitment in Education Training. One of the above is involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

We recognise that where our school places a pupil we are responsible for the safeguarding of that pupil and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety & wellbeing of that pupil. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement.

Our pupils do not engage in home-stays or exchange visits.

2.2 Safe Working Practice

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Work in an open and transparent way
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern

- Record any incidents or decisions made
- Apply the same professional standards regardless of gender, sexuality or disability
- Comply and are aware of the confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

School staff who have concerns about another member of staff will:

- Report these to the Principal.

Where staff members have concerns about the Principal, school staff will:

- Report these to the Chair of Governors
- Where the Principal is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO)

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and should feel confident that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures, are in place within the school and can be read in further detail by accessing our Whistleblowing Policy. Where a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing:

- www.gov.uk/whistleblowing
- or www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline
- or <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, such as the use of premises and equipment, on-site and off-site activities and transport. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation or Child Criminal Exploitation.

2.4 Safeguarding Information for Pupils

All pupils in our school are aware of a number of staff to whom they can talk. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a DSL with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. We use a range of PSHE and online safety awareness materials to help pupils learn how to keep themselves safe. There is an information and display board in all Key Stages that is accessible to all pupils. The pupils are encouraged to discuss concerns/worries with the DSL and other key members of staff.

School's arrangements for consulting with and listening to pupils are through the school council, which is supported by staff but is predominantly the work of the pupils. We make pupils aware of these arrangements by the use of display boards and this is regularly reviewed by the pupils.

2.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. Springwell Learning Community works hard to form positive relationships with parents. This is a continual process, which begins at the point of the home visit admission. Parents are given safeguarding information as part of the admissions process and

are given contact numbers for key staff in school and the Children's Assessment Team (incorporating Joint Investigation Team) on 01226 772423. This is also known as the social care 'front door.' For those children with a disability the Disabled Children's Team (Social Care) also offer a duty service on 01226 774050.

We encourage parents to discuss any concerns they may have with their child's Parent Support Adviser who they are introduced to on their first school visit. Regular telephone contact is maintained between school and home and parents/carers are updated on their child's progress with phone calls. We make parents aware of our policy and parents are made aware that they can view this policy on our website.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with the Barnsley Assessment Service and/or the Police without parental knowledge (in accordance with Barnsley Safeguarding Children Procedures).

2.6 Partnerships with Others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are partners in the Barnsley Safeguarding Children Partnership. Springwell has developed working relationships with other professional agencies and adopts a multi-agency approach to ensure best outcomes for young people. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

The three safeguarding partners are:

- The Local Authority (LA)
- Clinical commissioning group within the LA
- Chief office of police within the LA

2.7 School Training and Staff Induction

The school's DSL with responsibility for child protection, undertakes appropriate child safeguarding training and inter-agency working training.

The DSL and any deputies undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated every year. In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Principal and all other school staff, including non-teaching staff, receive appropriate safeguarding and child protection training, which is regularly updated. In addition, all staff members receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Basic Awareness of Child Abuse and Neglect online training can be accessed at:

<https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/for-professionals/multi-agency-training/e-learning/>

The whole school Basic Awareness in Child Safeguarding training should be completed by all staff at least every three years, however, at Springwell the DSL completes this annually as best practice.

All staff (including temporary staff and volunteers) are provided with the school's Safeguarding Policy and informed of the school's child protection arrangements on induction.

2.8 Support, Advice and Guidance for Staff

Staff are supported by Springwell Learning Community, Barnsley Local Authority and professional associations. The DSL for Safeguarding/Child Protection is supported by the Principal, nominated governor and a mentoring arrangement with an external DSL from the Trust.

Advice is available from Children’s Assessment Service and Police Child Safeguarding Unit on 01226 77242 (See Contacts List Appendix 1) as well as from the Safeguarding Partnership Manager – Nigel Leeder 01226 771297/07805914136.

2.9 Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We seek and record written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard pupils and will obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary for their staff.

Section 3 Ensuring that Children are Safe at School and at Home (specific safeguarding issues)

3.1 Child Protection Procedures

All staff follow the schools Child Protection Procedures which are consistent with *Working Together to Safeguard Children* (2018) and the Barnsley Safeguarding Children Partnership guidance.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the DSL with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff recognises signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the DSL to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Barnsley framework ‘Thresholds for Intervention’ for making safeguarding decisions and to determine the threshold of concern and then will determine whether this can be dealt with within school, by Early Help or whether onward referral to another agency is required.

3.2 Supporting the child and partnership with parents

School recognises that the child’s welfare is paramount; however, good child protection practice and outcomes rely on a positive, open and honest working partnership with parents. Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child. We will provide a secure, caring, supportive and protective relationship for the child. Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why. We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

3.3 Preventing Violent Extremism

Under section 26 of the Counter-Terrorism and Security Act 2015, Springwell Learning Community is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received information and training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the DSL.

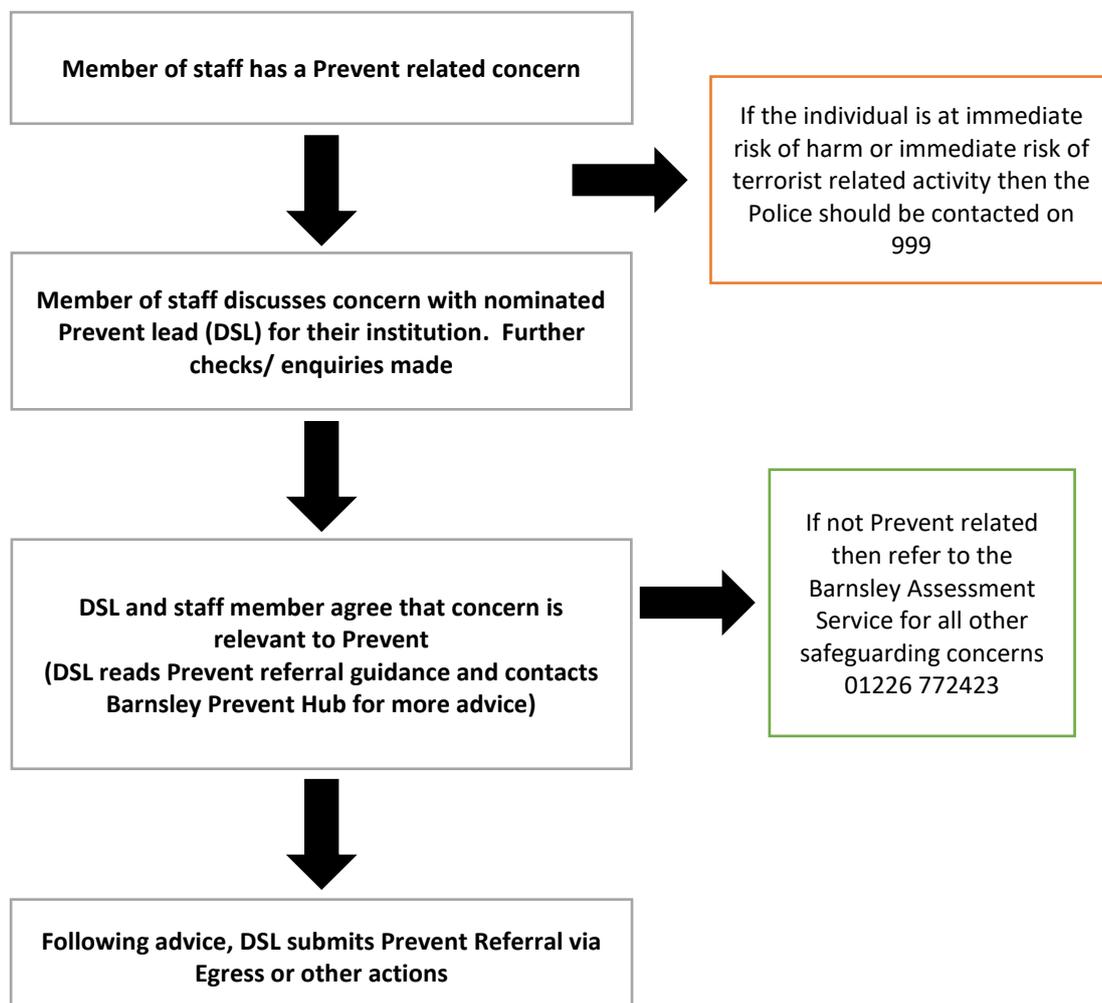
The DSL will contact the Prevent Coordinator, Ray Powell 01226 787733 should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

Springwell Learning Community will also incorporate the promotion of fundamental British Values into the SEMH and PSHE in order to help build pupils' resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

For more information about Prevent in Barnsley, including referral forms and project examples please visit the Barnsley Prevent website <https://www.barnsley.gov.uk/services/community-safety-and-crime/prevent-and-channel/>

Barnsley Prevent Referral Pathway





Referral is screened by the Barnsley Prevent Hub, initial advice offered and Barnsley Prevent process commences

(Please see 'Prevent referral guidance for partner' for more information on the Barnsley process)

3.4 Child Sexual Exploitation (CSE)

Springwell Learning Community is aware that child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Through training, staff have been made aware that the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late; and Children who regularly miss school or education or do not take part in education

Springwell Learning Community appreciates that it has a role to play in the prevention of CSE within its engrained support of SEMH learning, the ethos of the school and PSHCE curriculum.

If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Barnsley Assessment Service. Springwell staff also appreciate that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

3.5 Female Genital Mutilation (FGM)

Springwell Learning Community understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences.

Staff are aware that, as a regulated profession, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon those employed as qualified teachers to report directly to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then make appropriate referrals to Duty and Assessment and/or the Police as is their mandatory duty.

3.6 Domestic Abuse

Springwell Learning Community understands that the cross-government definition of domestic violence and abuse is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality'. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional harm.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Barnsley Assessment Service. Where DV Notifications are received from the Assessment team, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

3.7 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at Springwell understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the DSL.

3.8 Peer on Peer Abuse

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence, sexual assaults, criminal and sexual exploitation, sexting and upskirting. Staff are clear that whilst these may be responded to through the school's behaviour policy there is also a need for this information to be shared with the DSL in order to address underlying safeguarding concerns. It should be noted that upskirting is now a criminal offence.

3.9 Youth Produced Sexual Imagery

Where there is a disclosure or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery', sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

We will also refer to: [Searching, Screening and Confiscation](#) (2018)

3.10 Attendance and Children Missing from Education

Springwell Learning Community understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between agencies in line with the school's Attendance Policy. School understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus the school will follow guidance 'First Day Calling' procedures. Further guidance can be found at <https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/barnsley-education-welfare-service/schools-and-academies-responsibilities/>

School appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll, from DfE statutory guidance 2016.

School understands that it is essential that staff contact the Barnsley Education Welfare Service on 01226 773545 and to complete a CME referral to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

3.11 Child Criminal Exploitation (CCE): County Lines

School recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the [National Referral Mechanism](#) (NRM) should be undertaken in order to safeguard that child and/or other children.

School recognises when children may be at risk from or involved with serious violent crime. The indicators that may signal children are at risk from, or are involved with, serious violent crime include:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

3.12 Contextual Safeguarding

School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

3.13 Children with Family Members in Prison

School understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

3.14 Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment involving children at the school is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the school.

School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm.

Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the DSL. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the DSL professional at that school.

3.15 Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal offence and immediate action will be taken by calling the police. The guidance on [Searching, Screening and Confiscation](#) (2018) will be consulted and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil of being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority. The pupil may be an exploited child and victim to which the school will offer support.

3.16 Children who may require Early Help

All staff members, governors and volunteers working within the school should be alert to the potential need for early help for children or a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);
- Is homeless and the impact of the pupil facing homelessness

These children are therefore more vulnerable. This school will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

3.17 Children Looked After and previously looked after children

All staff recognise that Looked After Children, previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and care leavers are more vulnerable than other children, often having poorer educational outcomes. For this reason staff help to ensure their wellbeing, safety and welfare, helping them to reach their potential, which includes the looked after child who is moving on. The school also ensures that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed. A full working relationship is maintained with the Barnsley Virtual School Head Teacher Liz Gibson (01226 774644) in respect of all pupils at the school who are subject to 'looked after' status.

The school has appointed a Designated Teacher (Vicky Hazell) and works with local authorities to promote the educational achievements of registered pupils who are looked after. Designated Teachers have responsibility for promoting the educational achievements of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales ([Children and Social work Act 2017](#)). The Designated Teacher has appropriate training and the relevant qualifications and experience.

3.18 Private Fostering

"Private Fostering: is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'. A connected person is defined as a 'relative, friend or other person connected with a child'. The latter is likely to include person(s) who have a pre-existing relationship with the child, for example, a teacher who knows the child in a professional capacity." If we become aware of a child in private fostering arrangement within Barnsley Council we will notify Children's Assessment Service by calling 01226 772423.

Section 4 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has behaved in a way that has harmed a child or may have harmed a child; possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; we will apply the same principles as in the rest of this document and we will always follow the Barnsley Safeguarding Children Partnership procedures that can be accessed at:

https://www.proceduresonline.com/barnsley/scb/p_alleg_against_staff.html?zoom_highlight=lado

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely on SchoolPod.

Whilst we acknowledge such allegations (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures. Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Principal and make a record
- In the event that an allegation is made against the Principal the matter will be reported to the Chair of Governors who will proceed as the 'Principal'
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Principal may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.
- The Principal (or Chair of Governors if the allegation is about the Principal) will consult with the Local Authority Designated Officer (LADO) for Child Protection immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the LADO should also be accompanied by consultation with Barnsley Assessment Service. This is to establish

from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation

- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee the subject of the allegation
- The Principal will inform the Chair of Governors of any allegation against a member of school staff
- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from the HR advisor employed by the school.

Section 5 Pupil Information

5.1 Pupil Details

Our school endeavours to keep up-to-date and accurate information in order to keep children safe and provide appropriate care for them including the following:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above). The school requires all parents and carers to provide more than one emergency contact
- Details of any persons authorised to collect or receive the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Children and Families Court Orders, Injunctions etc.)
- If the child is or has been subject to a Child Protection Plan
- If the child is or has been subject to an Early Support Assessment (EHA) or Child In Need (CIN) process
- If the child is a Child Looked After (CLA)
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child

The school collates, stores and agrees access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements. Springwell has a rigorous process with regard to storing such information both electronically and manually. Please see our GDPR Policy for further guidance.

5.2 Transfer of Files

When a child leaves the school their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a face-to face meeting unless the child moves out of area. If this is the case the file is transferred by recorded delivery and signed for, and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The school may retain a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years. The receipt of the transferred file is kept electronically. Any archived files are stored securely in the same way as an active file.

Section 6 Roles and Responsibilities

6.1 Governing Body

Our Governing Body ensures that:

- The school has a named governor, holding responsibility for safeguarding

- The school has an effective Safeguarding Policy and Child Protection procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis
- The school has a staff code of conduct that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training (reviewed every 5 years)
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures
- The school has appropriate electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that “over blocking” should not lead to unreasonable restrictions as to what children can be taught
- A senior member of the school’s leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection
- The school has one or more deputy DSLs who are trained to the same standard as the lead DSL.
- Children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum. The school is an early adopter of the new Relationships Education, Health and Sex Education (RSE) and Health Education curriculum. Teachers make reference to *Teaching online safety in school* (2019)
- Staff including the Principal undertake appropriate safeguarding training, which is updated annually
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- A governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Principal
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate
- They review their policies and procedures annually
- Ensure the appointment of an appropriately trained Designated Teacher with 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” in addition to Children who are Looked After (LAC).

6.2 Principal

Our Principal ensures that:

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies
- The DSL is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure
- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the school

6.3 DSL

Our DSL as stated in KCSIE (2019) will ensure that they:

Manage referrals

- Refer cases of suspected abuse to Children’s Assessment Service as required.
- Support staff that make referrals to Children’s Assessment Service as required.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as requested.

Whilst the school may choose to have more than one deputy DSLs, all deputies will be trained to the same standard as the DSL. Whilst activities of the DSL may be delegated, the ultimate lead responsibility for child safeguarding remains with the DSL.

Work with others

- Liaise with the Principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 (and 2004 amendment) and all Police investigations.
- As required, liaise with the “case manager” and the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a member of staff).
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertake Training

- The DSL (and all deputies) will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated every two years.
- The DSL will undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as the single assessment process.
 - Have a working knowledge of how Barnsley 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 each member of staff has access to and understands the school’s child safeguarding policy and procedures, especially new and part time staff.
 - Ensure that all staff have safeguarding and online safety training as part of their induction.
 - Are alert to the specific needs of children in need, those with special educational needs and young carers
 - Keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns.
 - Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
 - Obtain access to resources and attend any relevant or refresher training courses
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

- The DSL will ensure the school safeguarding policy is known, understood and used appropriately.
- Ensure the school safeguarding policy is updated and reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body or proprietors regarding this.
- Ensure the child safeguarding policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this to avoid conflict later.

- Link in with Barnsley Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest policies on safeguarding.

Availability

- During term time the DSL (or a deputy) will always be available (during normal school hours) for staff in school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person. In exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- There will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

6.4 Staff and Volunteers

All staff and volunteers will:

- Read and sign to say that they understand and will fully comply with the school's policies and procedures
- Read and sign to say that they understand Part 1 of *Keeping Children Safe in Education* (2019)
- Attend annual whole school training and other appropriate training identified
- Identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- Provide a safe environment in which children can learn
- Be aware that they may be asked to support a Social Worker to take decisions about individual children
- Inform the DSL of any concerns about a child immediately
- Inform the Principal of any concerns regarding an adult within school at the earliest opportunity
- Inform the Chair of Governors of any concerns regarding the Principal at the earliest opportunity
- Act on the concern and make the referral themselves if they feel the concern is not being taken seriously

Section 7 Child Protection Procedures

7.1 Definitions

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs that indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions (*Working Together 2018 and Keeping Children Safe in Education 2019*):

A child: any person under the age of 18 years.

Harm: means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development: means physical, intellectual, emotional, social or behavioural development;

Health: includes physical and mental health;

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse: a form of abuse that 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.

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 and mobile phones). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse: is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying via the internet or mobile phones), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Neglect: is 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 and clothing, 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 caretakers)
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff follow the school's Child Protection Procedures which are consistent with *Working Together to Safeguard Children* (2018) and the Barnsley Safeguarding Children Partnership guidance.

All staff have an awareness of specific safeguarding issues as referred to in this policy, in particular Domestic Abuse, Child Sexual Exploitation (CSE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME). Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff will also be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, upskirting and sexting. Peer on peer abuse will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse on how to record, investigate and deal with and how to support the victim.

It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the DSL (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, the school will seek reassurance that the same child protection procedures will be followed and that any concerns will likewise be reported to our DSL and their counterpart within the Alternative Provision.

7.2 Concerns that Staff must act on immediately

Staff must act on and report the following concerns immediately:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- Any potential indicators of CSE
- Any potential indicators of FGM
- Any potential indicators of Radicalisation
- Any potential indicators of living in a household with Domestic Abuse

7.3 Responding to Disclosure

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.

The DSL will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the person disclosing does not have to speak to another member of school staff
- Clarify the information
- Try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, explain to me, describe to me...'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the DSL, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and who will be involved as appropriate
- Record details including what the child has said, in the child's words on a SchoolPod and record any visible signs, injuries or bruises on a Body Map
- Record the context and content of their involvement, and will distinguish between fact, opinion and hearsay

7.4 Action by the DSL (or deputy DSL in their absence)

Following any information raising concern, the DSL will consider:

- Any urgent medical needs of the child
- Whether the child is subject to a child protection plan
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Barnsley Assessment Service Team
- The child's wishes

Then decide:

- To talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to Children's Social Care - Barnsley Assessment Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
OR
- Not to make a referral at this stage if further monitoring is necessary or if it would be appropriate to undertake an assessment (e.g. Early support Assessment) and/or make a referral to Children's Social Care - Barnsley Assessment Service.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to Barnsley Assessment Service will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

All referrals and records of conversations made to external agencies must be signed, dated and the time the conversation/call took place and must have an outcome.

7.5 Action following a child protection referral

The DSL or other appropriate member of staff will:

- Make regular contact with the social worker involved to stay informed
- Wherever possible, contribute to the strategy discussion
- Provide a report for, attend and contribute to any subsequent child protection conference
- If the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- Where possible, share all reports with parents prior to meetings
- Where in disagreement with a decision and concerns still remain with the child firstly:
 1. Talk in the first instance to the DSL
 2. Check the referral included all the relevant information and clearly documented the concerns about the child
 3. Finally follow the dispute resolution policy shown on the Barnsley Safeguarding Children Partnership website.
- Where a child subject to a child protection plan moves from the school or goes missing, immediately inform Children's Social Care - Barnsley Assessment Service team

7.6 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed.

The DSL ensures that the method for other members of staff of volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All actions will also show what action is being taken as a result of the concern and the outcomes of this action.

All documents will be retained in a virtual 'Child Protection file', separate from the child's school file on SchoolPod. It will be stored securely with appropriate levels of limited access. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL for Child Protection,' and a receipt of this transfer will be retained.

The chronology from the file and any key documents generated by the school will then be retained by the school until the child's 25th birthday.

Appendices

Appendix 1 Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. 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 take photographic evidence of any injuries or marks to a child's person, the body map on SchoolPod should be used. Any concerns should be reported and recorded without delay to Barnsley Assessment Service 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 e.g. 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 then recorded appropriately. A copy of the body map is automatically saved on SchoolPod.



SAFEGUARDING

Safeguarding children is the responsibility of everyone.

If you have concerns about a child, please speak to **Kerry ann Beet**, she is our Designated Safeguarding Lead (DSL) and can be contacted on **01226 291133**.



If Kerry ann is not available, please ask to speak to one of our Deputy Safeguarding Leads: **Mal Baker** or **Vicky Fieldhouse**.



Dan Foster is Associate Executive Principal for the Special Provision Partnership's and has strategic responsibility for safeguarding across Greenacre School, Joseph Norton Academy and Springwell Learning Community

Remember, if you have any doubts about how your concern is being handled you can speak to the **Local Authority Designated Officer (LADO)** by calling Ruth Holmes on **01226 772341**.



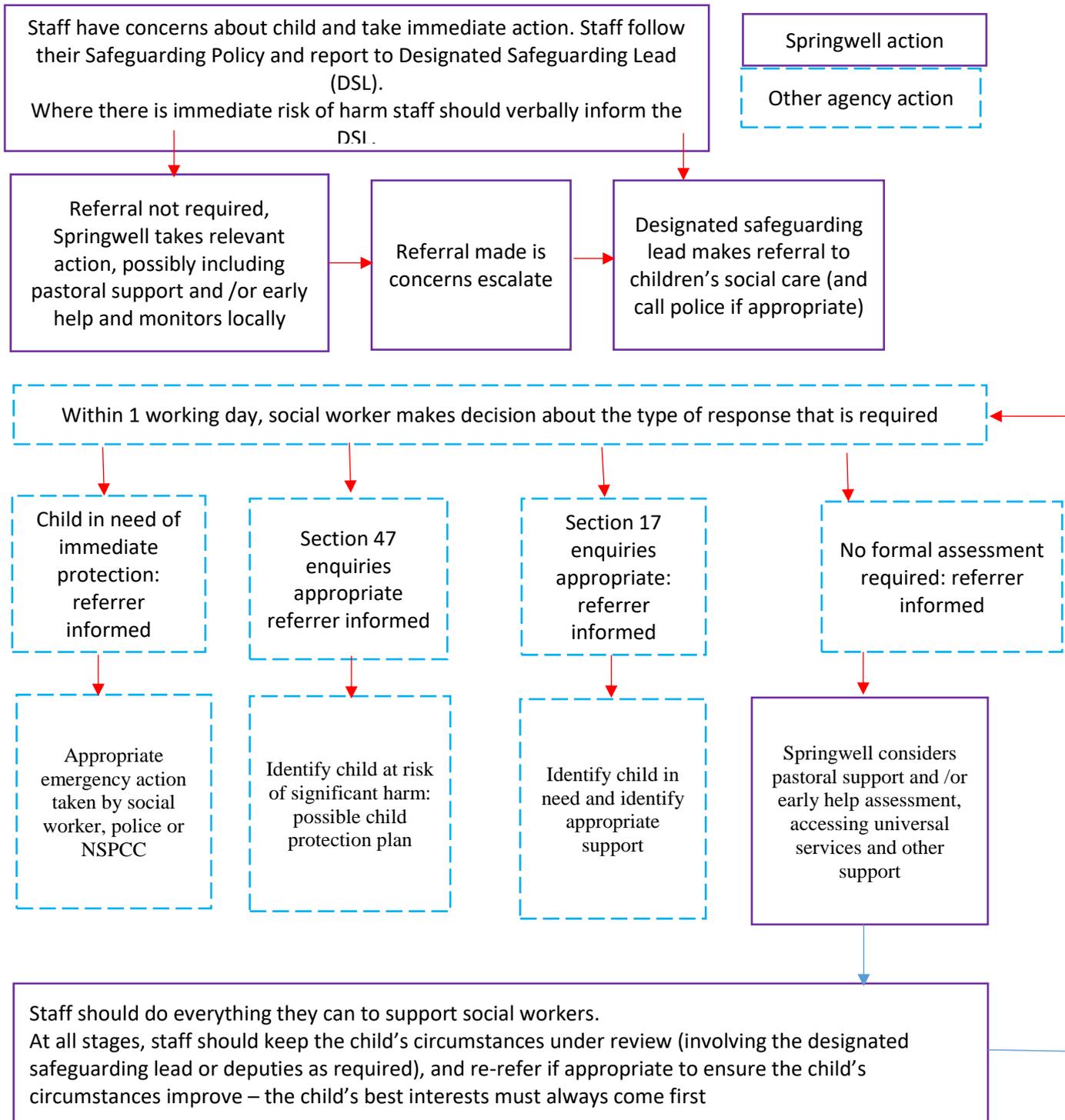
If you have a concern about a member of staff or an adult's behaviour towards a child, please ask to speak to the **Executive Principal (Sarah Wilson)**.



If you have a concern about the Executive Principal, please ask to speak with the **Chair of Governors (George Wild)**.



Springwell Learning Community - Action where there are concerns about a child



Team	Service manager	Team manager	Telephone
Assessment Service (incorporating Joint Investigation Team) Worsbrough Primary Care Centre	Tessa Brown	Carol Singleton Andrew Veal Simone Palmer	(01226) 772443 (01226) 772423
Safeguarding and Family Services - CYPF Teams Cudworth Centre, Barnsley S72 8SU	Keeley Boud	Louise Danks Rachel Barker Sian Christian Dawn Charlesworth	(01226) 772423
Children in Care Team 18 Regent Street, Barnsley S70 2HG	Pete Howell	Clare Barwell	(01226) 772626
Future Directions Team Temperence House Barnsley S70 1AL	Pete Howell	Jayne Shaw	(01226) 775550
Disabled Children's Team Gateway Plaza, Sackville Street, Barnsley S70 2RD		Sarah Day	(01226) 774050
Fostering Team	Stephanie Evans	Sharon Wood (recruitment/retention)	(01226) 775876
Fostering Team Corporate Mailroom PO Box 634 Barnsley S70 9GG		Patrick Orkamfat (team manager)	
Adoption Team	Stephanie Evans	Michael Richardson	(01226) 775875
Adoption Team Corporate Mailroom PO Box 634 Barnsley S70 9GG			

Team	Service manager	Team manager	Telephone
Assessment Service (incorporating Joint Investigation Team) Worsbrough Primary Care Centre	Tessa Brown	Carol Singleton Andrew Veal Simone Palmer	(01226) 772443 (01226) 772423
Safeguarding and Family Services - CYPF Teams Cudworth Centre, Barnsley S72 8SU	Keeley Boud	Louise Danks Rachel Barker Sian Christian Dawn Charlesworth	(01226) 772423
Children in Care Team 18 Regent Street, Barnsley S70 2HG	Pete Howell	Clare Barwell	(01226) 772626
Future Directions Team Temperence House Barnsley S70 1AL	Pete Howell	Jayne Shaw	(01226) 775550
Disabled Children's Team Gateway Plaza, Sackville Street, Barnsley S70 2RD		Sarah Day	(01226) 774050
Fostering Team Fostering Team Corporate Mailroom PO Box 634 Barnsley S70 9GG	Stephanie Evans	Sharon Wood (recruitment/retention) Patrick Orkamfat (team manager)	(01226) 775876
Adoption Team Adoption Team Corporate Mailroom PO Box 634 Barnsley S70 9GG	Stephanie Evans	Michael Richardson	(01226) 775875

Appendix 5 Safeguarding during the Coronavirus (COVID-19) Pandemic

Whilst schools and colleges are currently under unprecedented pressures as a result of the coronavirus epidemic, it remains essential that Springwell Learning Community continues to be a safe place for children. The school has had to make a number of key changes to its provision and processes in order to do this, however all staff should continue to have regard to the statutory guidance *'Keeping Children Safe in Education- September 2019.'* Below is an outline of the school's responses to safeguarding during the pandemic.

Safeguarding Principles

The way Springwell is currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- With regard to safeguarding, the best interests of children and young people must always continue to come first.
- If anyone in, or associated with, Springwell Learning Community has a safeguarding concern about any child, they should continue to report and act immediately.
- A Designated Safeguarding Lead or deputy will be available.
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.
- Children will continue to be protected when they are online.

What Staff should do if they have concerns about a child

In recognition of the fact that, at present, school staff are working remotely at home wherever possible and a large number of staff members are contacting families through various channels, it is important that they have access to a rapid and secure way to report any concerns they have about a child or young person. Springwell staff will continue reporting concerns via the Safeguarding tab on 'School Pod' to enable their reports to immediately and electronically be logged on the system. This will trigger an alert to the Designated Safeguarding Lead (DSL) and deputy Designated Safeguarding Leads.

If for any reason this is not possible the concern should be telephoned through to the DSL or DDSL using the main school number on **01226 291133**.

It remains vital that anyone with a significant concern for a child or young persons' welfare or safety acts immediately by reporting it verbally to the Designated Safeguarding Lead.

DSL (and deputy) Arrangements

The Designated Safeguarding Lead at Springwell Learning Community continues to be **Kerry ann Beet**. Deputy Designated Safeguarding Leads continue to be **Mal Baker and Vicky Fieldhouse**. Other members of the Senior Leadership Team who are DSL trained are **Vicki Hazell, Sarah Wilson and Steve Tighe**. Every endeavour will be made to ensure that one of these key people is on site as often as possible, however where this has not been possible Kerry ann Beet will remain contactable via phone (details available from main reception).

Where a DSL or deputy DSL is not on site there will always be a member of the Senior Leadership Team available on site who can co-ordinate contact with the DSL. Members of the Senior Leadership Team are; **Sarah Wilson, Danny Ross, Steve Tighe, Vicki Hazell, Paul Cadman, Philippa Penman and Jill Witherspoon-Smith**.

Contact with Children and Families

At present not all pupils are in school. This is part of the government drive to ensure that those who can safely remain at home do so. The school has, in collaboration with children's social care, undertaken a thorough risk analysis to identify those children who can and should remain at home. The school will undertake a cycle of constant reviews of these arrangements over the coming months with parents, carers, Local Authorities and social workers. For those children not in school it is vital that class teams continue to communicate with families at least weekly. This could be via telephone or other communication means available to the school. This will enable rapid identification of any concerns which should then be reported via the 'Safeguarding' concern process outlined above. In addition to this the Pastoral Team has identified a cohort of pupils and families who will receive additional levels of contact to varying degrees, dependent on risk analysis.

If at any time a staff member becomes concerned about lack of contact from a family, they should report this as a 'Safeguarding' concern.

Regular communications with children and families should be used as an opportunity to reinforce the importance of children being safe online. Staff should use the opportunity to remind parents and carers to be aware of what their child is accessing online and how to report any concerns they may have. Parents should be clear at all times how school staff will and will not interact with them and their child.

Attendance

Steve Tighe will take responsibility for ensuring that the Department for Education 'Daily Online Attendance Form' is submitted to the DFE and to the Local Authority to notify them which children are on site and not on site daily. Kerry ann Beet will ensure that the usual Arbor registers are marked in accordance with guidance.



Name.....

Position/Post Held.....

I have read and understood my duties as outlined in Springwell Academy's Safeguarding Policy

Signed..... Date