



SAFEGUARDING & CHILD PROTECTION POLICY

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Table of Contents

1.0 Introduction	3
1.1 Our Commitment	3
2.0 Providing a Safe and Supportive Environment	4
2.1 Safer Recruitment and Selection	4
2.2 Safe Working Practice	5
2.3 Risk Assessments	5
2.4 Safeguarding Information for Pupils	5
2.5 Partnership with Parents and Carers	6
2.6 Partnerships with Others	6
2.7 School Training and Staff Induction	6
2.8 Support, Advice and Guidance for Staff	7
2.9 Alternative Provision	7
3.0 Ensuring that Children are Safe at School and at Home (specific safeguarding issues)	7
3.1 Child Protection Procedures	7
3.2 Supporting the child	7
3.3 Preventing Violent Extremism	8
3.4 Child Sexual Exploitation (CSE)	8
3.5 Female Genital Mutilation (FGM)	9
3.6 Mental Health	9
3.7 Domestic Abuse	9
3.8 Forced Marriage	10
3.9 Peer on Peer Abuse	10
3.10 Youth Produced Sexual Imagery	10
3.11 Attendance and Children Missing from Education	11
3.12 Child Criminal Exploitation (CCE): County Lines and serious violent crime	11
3.13 Contextual Safeguarding	11
3.14 Children with Family Members in Prison	11

3.15 Sexual Violence and Sexual Harassment between children	12
3.16 Carrying Knives/offensive weapons and gang culture	12
3.17 Children who may require Early Help	12
3.18 Looked After Children and previously Looked After Children	13
3.19 Private Fostering	13
4.0 Allegations regarding person(s) working in or on behalf of school (including Volunteers)	13
5.0 Pupil Information	14
5.1 Pupil Details	14
5.2 Transfer of Files	14
6.0 Roles and Responsibilities	15
6.1 Governing Body	15
6.2 Principal	15
6.3 Designated Safeguarding Lead	15
6.4 Staff and Volunteers	17
7.0 Child Protection Procedures	17
7.1 Definitions	17
7.2 Concerns that Staff must act on immediately	18
7.3 Responding to Disclosure	19
7.4 Action by the DSL (or deputy DSL in their absence)	19
7.5 Action following a child protection referral	20
7.6 Recording and monitoring	20
8.0 Appendices	21
8.1 Appendix 1-Body Map Guidance	21
8.2 Appendix 2-Safeguarding Poster	22
8.3 Appendix 3-Referral Flowchart	23
8.4 Appendix 4-Key Persons and Contact Details	24
8.5 Appendix 5-Barnsley Prevent Referral Pathway	26
8.6 Annex -Safeguarding during the Coronavirus (COVID-19) Pandemic	27

1.0 Introduction

The aim of this policy is 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.

This policy shall apply in its entirety to all activities provided by the school, governing body and under the direct management of school staff. Where the governing body hires out the school premises they will ensure that appropriate arrangements are in place to keep children safe. Where services are provided separately by another body, the governing body will seek assurance that the body concerned has appropriate safeguarding procedures in place; and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The safeguarding arrangements for any lettings will be set out in the hire agreement.

1.1 Our Commitment

Springwell Learning Community recognises the important role it has in contributing to multi-agency safeguarding arrangements as set out in [Keeping Children Safe in Education](#) (2020) and [Working Together to Safeguard Children](#) (2018). Everyone working in or for our school 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.
- 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 pupils, recognising that the term ‘safeguarding’ encompasses a range of issues and approaches. We recognise that some children may be especially vulnerable to abuse and 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. We will always take a considered and sensitive approach to safeguarding in order to fully support all of our pupils.

The Designated Safeguarding Lead (DSL) for Springwell Learning Community is **Kerry ann Beet**. The deputy Designated Safeguarding Lead for Springwell Learning Community is **Vicky Fieldhouse**.

Dan Foster, Acting Associate Executive Principal, is responsible for the line management and supervision of the Designated Safeguarding Lead. Dan maintains overall strategic responsibility for safeguarding and pupil welfare across the Special Provision Partnership.



2.0 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

Safer recruitment practice is a set of processes to help make sure staff and volunteers are suitable to work with children and young people. These processes include 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 requirements 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 will 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:

- An identity check.
- A children's 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 for more than three months in their adult life. This includes recording checks for European Economic Area (EEA) teacher sanctions and restrictions. Where overseas police checks cannot be completed, the school will carry out a risk assessment.
- 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 obtain written notification from any agency, or third party organisation, that they have carried out the checks on an individual who will be working at the school that the school would otherwise perform. In respect of the enhanced DBS check, Springwell Learning Community will ensure that written notification confirms the certificate has been obtained by either the employment business or another such business and the date that confirmation was received.

Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at the school, which has disclosed any matter or information, or any information was provided to the employment business, the school or college must obtain a copy of the certificate from the agency.

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. A safer recruitment trained individual is involved in all staff and volunteer appointments and arrangements.

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, including supply staff and volunteers, will report these to the Principal.

Where staff members have concerns about the Principal, school staff will report these to the Chair of Governors.

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.

2.3 Risk Assessments

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 will 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 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. 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. Pupils are encouraged to discuss concerns or worries with the DSL and other key members of staff.

Arrangements for consulting with and listening to pupils are made through the school council. 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 and Carers

Springwell Learning Community works hard to form positive relationships with parents and carers. This is a continual process, which begins at the point of pre-admission home visit. Parents and carers 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 (social care).

We encourage parents to discuss any concerns they may have. Regular telephone contact is maintained between school and home. We make parents and carers aware of our safeguarding policy and that they can view this policy on our website.

We are committed to working with parents and carers positively, openly and honestly. The school will, in most circumstances, endeavour to discuss all concerns about children with parents and carers. However, in accordance with Barnsley Safeguarding Children Procedures, there may be circumstances when the school will discuss concerns with Children's Social Care or the police without parental knowledge

2.6 Partnerships with Others

Our school recognises that it is essential to establish positive and effective working relationships with a range of other agencies. Springwell Learning Community has developed working relationships with other professional agencies and adopts a multi-agency approach to ensure the best and most timely outcomes for pupils. 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.
- Clinical Commissioning Group.
- Police.

2.7 School Training and Staff Induction

The school's Designated Safeguarding Lead undertakes appropriate child safeguarding training and inter-agency working training.

The DSL and deputies undergo training to provide them with up to date knowledge and skills required to carry out the role. This training is updated at least every two years. 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.

All school 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 up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

The whole school Basic Awareness in Child Safeguarding training will be completed by all staff at least every three years.

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 to discharge their safeguarding duties by the DSL, Barnsley Local Authority and professional associations. The DSL is supported by the Associate Executive Principal, Principal, nominated governor and a mentoring arrangement with an external DSL from the Wellspring Trust. A list of key contacts and available support can be found at **Appendix 4**.

2.9 Alternative Provision

Springwell Learning Community 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 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.

3.0 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 [Barnsley Safeguarding Children Partnership procedures](#).

All Springwell staff are aware of indicators of abuse and neglect, and specific safeguarding issues such as exploitation so that they are able to identify cases of children who may be in need of help or protection.

All school and college staff are aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as in day to day life. In many cases abuse will take place concurrently via online channels and in daily life.

Where a member of staff recognises signs or indicators that a child may have emerging or unmet needs or has 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 [Thresholds for Intervention](#) to support safeguarding decision-making and to determine the most appropriate tier of support.

3.2 Supporting the child

We will provide a secure, caring, supportive and protective relationship for the child. Following a concern being raised, 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 always endeavour 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 must apply the usual concern reporting process and Child Protection procedures and pass this information to the DSL.

Should there be concerns about a child or family linked to potential radicalisation or extremism, the DSL will contact the Barnsley Prevent Coordinator. In line with [Barnsley Prevent procedures](#), the Prevent Coordinator will then advise the DSL regarding whether a referral is appropriate and whether the child or family will need to be referred to the Channel Panel.

Springwell Learning Community will also thread the promotion of fundamental British Values through the curriculum in order to help build pupil 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. See **appendix 5** for Barnsley Prevent referral pathway.

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 in exchange for something the victim needs or wants, and/or 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 are 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 PSHE 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 Children's Social Care. 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 abuse and has long-lasting harmful consequences.

Staff are aware that, as a regulated profession, Section 5B of the Female Genital Mutilation Act 2003 places a legal duty upon those employed as qualified teachers to report directly to the police where they discover or suspect that FGM has been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015. Non-teaching staff are aware of their duty under this policy to report directly to the DSL. The DSL will then make appropriate referrals to Children's Social Care and the Police.

3.6 Mental Health

Springwell Learning Community are also aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

Staff at Springwell Learning Community are aware of how its pupils' experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action must be taken and they must speak to the Designated Safeguarding Lead or a deputy.

3.7 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 must 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 Children's Social Care. Where Domestic Violence notifications are received from children's Social Care, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

3.8 Forced Marriage

A forced marriage is where one or both people do not or cannot consent to marriage and pressure or abuse is used. It 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 Learning Community understand that this is a potential safeguarding issue and that they must pass on concerns by applying the usual referral process and Child Protection procedures.

3.9 Peer on Peer Abuse

All staff are aware that children can abuse other children, often referred to peer on peer abuse. This is most likely to include, but not limited to:

- Abuse in intimate personal relationships between peers.
- Bullying, including cyber bullying.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm. This may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element with facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Sharing self-generated indecent images-also known as sexting.
- Initiation/hazing type violence and rituals. This could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

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.

3.10 Youth Produced Sexual Imagery

Where the school becomes aware that a child may have been involved in sending or receiving '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 must be referred to the DSL as soon as possible.
- The DSL will hold an initial review meeting with appropriate school staff.
- There may be subsequent interviews with the young people involved (if appropriate).
- Parents will 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 will be made to children's social care and/or the police immediately.

We will also refer to: [Searching, Screening and Confiscation](#) (2018) in outlining our right to confiscate and report to the police any concerning imagery.

3.11 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. [Barnsley Education Welfare Service procedures](#) will also be followed.

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.

School understands that it is essential that the DSL contact the Barnsley Education Welfare Service and 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.

3.12 Child Criminal Exploitation (CCE): County Lines and serious violent crime

Springwell Learning Community 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:

- Increased absence from school.
- A change in friendships or relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm or a significant change in well-being.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions – these could also indicate children have been approached by or involved with individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

3.13 Contextual Safeguarding

Springwell Learning Community recognise that safeguarding incidents and behaviours can be associated with factors outside the school and can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and 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 or welfare. The school will provide as much information as possible to Children's Social Care as part of any referral undertaken.

3.14 Children with Family Members in Prison

Springwell Learning Community 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.

3.15 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.

In line with DfE guidance [Sexual Violence and Harrassment Between Children in Schools and Colleges](#), Springwell Learning Community 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. 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 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 has a duty to safeguard 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.

3.16 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.

3.17 Children who may require Early Help

All staff members, governors and volunteers working within the school will 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 (whether or not they have a statutory Education, Health and Care Plan).
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home.
- Is at risk of being radicalised or exploited.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- Has returned home to their family from care.
- Is at risk of honour based abuse such as Female Genital Mutilation or forced marriage;

- is a privately fostered child.
- Is persistently absent from education.

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

3.18 Looked After Children and previously Looked After Children

All staff recognise that Looked After Children, previously Looked After Children 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 in respect of all pupils at the school who have Looked After status.

The school has appointed a Designated Teacher for Looked After Children, Vicky Hazell, who works with Local Authorities to promote the educational achievements of registered pupils who are Looked After. The Designated Teacher has a 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. The Designated Teacher has appropriate training and the relevant qualifications and experience.

3.19 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

In line with our statutory duty, if the school becomes aware of a child in a private fostering arrangement Children's Social Care will be notified immediately.

4.0 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 or may harm a child,
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children,
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children,

the Local Authority Designated Officer will be referred to immediately and at the latest within 24 hours.

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 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 on the SchoolPod Whistleblowing tab.

- In the event that an allegation is made against the Principal the matter will be reported to the Chair of Governors.
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The Principal may need to clarify any information regarding the allegation.
- The Principal (or Chair of Governors if the allegation is about the Principal) will consult with the Local Authority Designated Officer (LADO) 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.
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee 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 Wellspring Academy Trust HR advisor.

5.0 Pupil Information

5.1 Pupil Details

Our school will 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.
- Emergency contact details. 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.
- Any relevant court orders in place including those which affect any person's access to the child.
- 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 Looked After Child.
- Name and contact details 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.

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 via 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 will 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.

6.0 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 effective Safeguarding and Child Protection procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures.
- The school has a staff code of conduct and that this is provided to all staff and volunteers on induction.
- 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.
- 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.
- 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.
- 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.
- The appointment of an appropriately trained Designated Teacher with responsibility for promoting the educational achievement of Looked After and previously Looked After Children.

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.
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO).
- Individuals dismissed or who have left employment due to risk/harm to a child are referred to the Disclosure and Barring Service.

6.3 Designated Safeguarding Lead

Our Designated Safeguarding Lead will ensure that they:

Manage referrals

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

Work with others

- Liaise with the Principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and all Police investigations.
- As required, liaise with the “case manager” and the Local Authority Designated Officer (LADO) for child protection concerns.
- 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 training, support, advice and expertise for staff.
- Promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children’s attendance, engagement and achievement at school.
- Ensure that the school knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Support teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Undertake Training

- Undertake and regularly refresh training to provide them with the knowledge and skills required to carry out their role.
- Undertake Prevent awareness training.
- 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

- 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.
- Work closely with Barnsley Safeguarding Children Partnership to ensure 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, video call 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 a strategy meeting or Initial Child Protection Case Conference.

The role of the DSL carries a significant level of responsibility and they will be given the additional time, funding, training, resources and appropriate supervision support they need to carry out the role effectively. Any deputy DSL will be trained to the same standard as the DSL. Whilst some activities of the DSL may be delegated, the ultimate lead responsibility for child safeguarding remains with the DSL.

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 and Annex A of Keeping Children Safe in Education (2020).
- Attend any appropriate training identified.
- Identify and report concerns as early as possible and bring to the attention of the DSL any children who may be in need of additional help or who are suffering or are likely to suffer significant harm.
- Stringently follow school recording and reporting requirements.
- Provide a safe environment in which children can learn.
- 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.

7.0 Child Protection Procedures

7.1 Definitions

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. 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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see peer on peer abuse).

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

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

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 they 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 they are concerned 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. **(See appendix 1)**
- 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 agency e.g. Children's Social Care.
- 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.
- Whether a referral is necessary or if further monitoring would be appropriate to undertake an Early Help Assessment.

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 Children's Social Care 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 recorded 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.
- Contribute to the child protection plan and attend core group meetings and review conferences.
- Where possible, share all reports with parents prior to meetings.
- Follow Barnsley Escalation Protocols where dissatisfied with referral outcome.

Where there is belief, or reason to believe that a crime has been committed this will be immediately referred to the police as a starting point. This would include any crime relating to sexual violence, amongst others. The Designated Safeguarding Lead will use the National Police Chief's Council [When To Call The Police- Guidance For Schools and Colleges](#) document to inform this decision-making process.

Where it has been confirmed that children or vulnerable adults have suffered some form of abuse, appropriate support will be given to them in school and in partnership with other services, with the school's Pastoral Team playing a pivotal role in targeting a 'tiered working' response.

7.6 Recording and monitoring

Accurate records will be made on the SchoolPod system as soon as practicable on the same day 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.

All documents will be retained in a virtual 'Child Protection file', separate from the child's school file on Arbor. It will be stored securely with appropriate levels of limited access.

8.0 Appendices

8.1 Appendix 1-Body Map Guidance

Body Maps must 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 will 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 must be used.

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.

8.2 Appendix 2-Safeguarding Poster



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 our Deputy Safeguarding Lead - **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**.



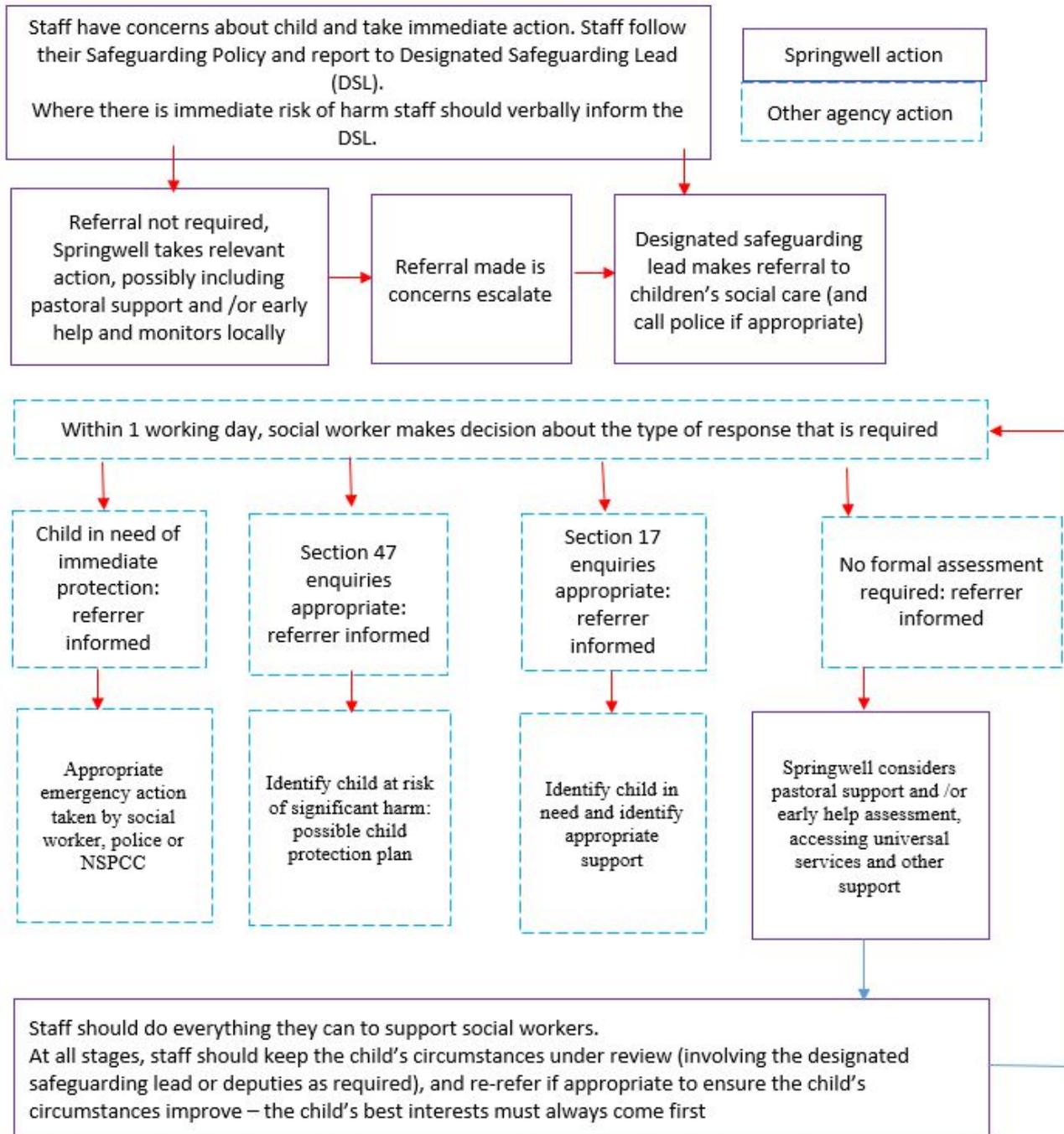
If you have a concern about a member of staff or an adult's behaviour towards a child, please ask to speak to the **Executive Principal (Sarah Wilson)**.



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



8.3 Appendix 3-Referral Flowchart

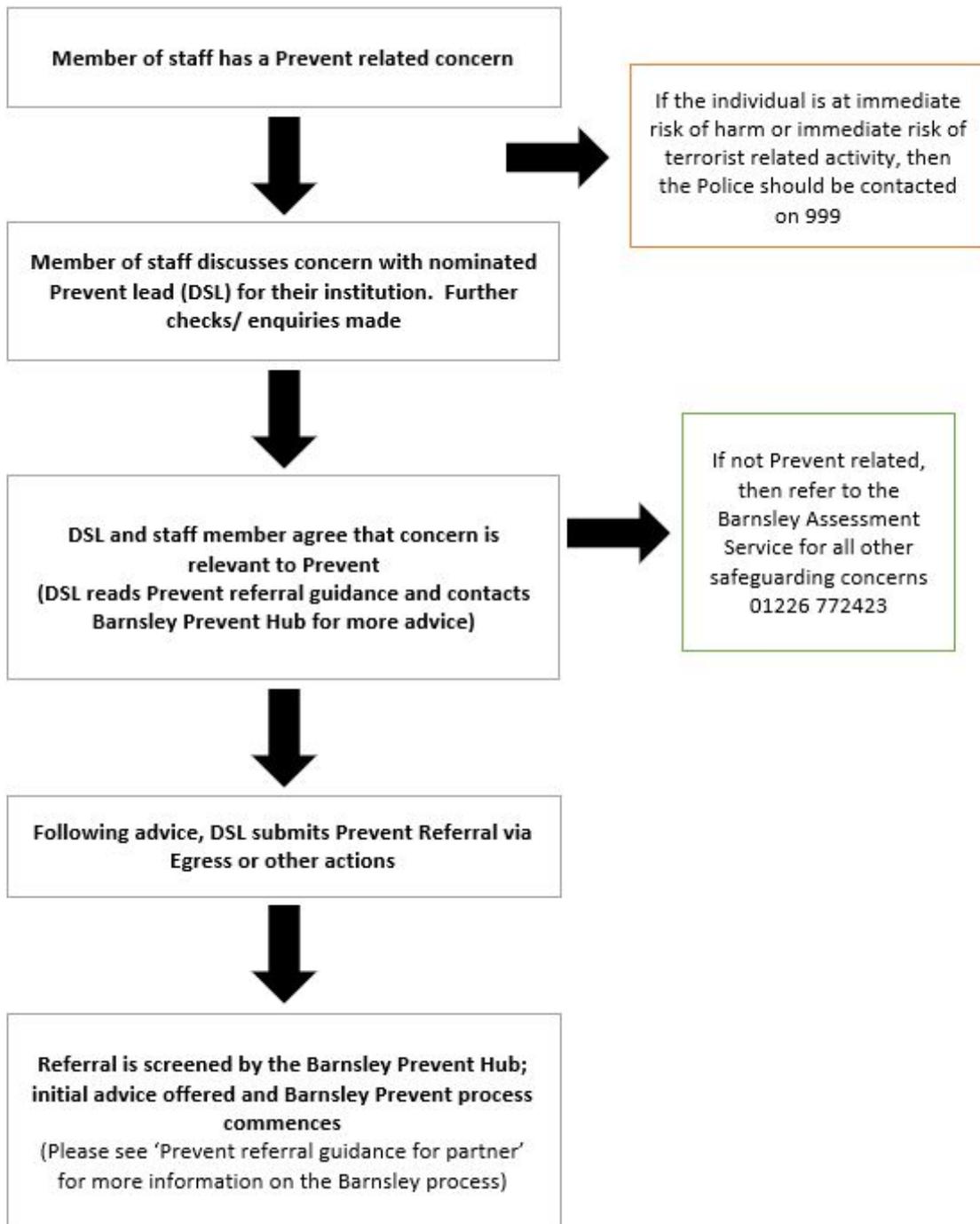


8.4 Appendix 4-Key Persons and Contact Details

Name	Role	Address	Contact Number
Sarah Wilson	Executive Principal	Springwell Learning Community St Helen's Boulevard Carlton Road Barnsley S71 2AY	01226 291133
Dan Foster	Acting Associate Executive Principal	Springwell Learning Community St Helen's Boulevard Carlton Road Barnsley S71 2AY	01226 291133
Danny Ross	Principal	St Helen's Boulevard Carlton Road Barnsley S71 2AY	01226 291133
Kerry ann Beet	Designated Safeguarding Lead	Springwell Learning Community St Helen's Boulevard Carlton Road Barnsley S71 2AY	01226 291133 ext 1213 or 07702897562
Vicky Fieldhouse	Deputy Designated Safeguarding Lead	Springwell Learning Community St Helen's Boulevard Carlton Road Barnsley S71 2AY	01226 291133 07702897563
George Wild	Chair of Governors	Digital Media Centre County Way Barnsley South Yorkshire S70 2JW	01226 720741
Louise Hinchliffe	Safeguarding Governor	Digital Media Centre County Way Barnsley S70 2JW	01226 720741
Ruth Holmes	Local Authority Designated Office	Gateway Plaza Sackville Street Barnsley S70 2DR	01226 772341 07969 529779 Business support: 01226 772 400
Barnsley Assessment Team (Children's Social	To report the abuse of a child.	Worsbrough Primary Care Centre Powell Street Worsbrough Barnsley	01226 772423

Care)		S70 5NZ	
Barnsley out of Hours Emergency Duty Team	To report the abuse of a child after 5pm, at weekends or bank holidays.	Barnsley Council PO Box 609 Barnsley S70 9FH	(01226) 787789
Barnsley Disabled Children's Team (Social Care)		Gateway Plaza Sackville Street Barnsley S70 2RD	(01226) 774050
NSPCC Whistleblowing Advice Line	The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or an another organisation.	www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/	0800 028 0285 or email: help@nspcc.org.uk

8.5 Appendix 5-Barnsley Prevent Referral Pathway



8.6 Annex -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 2020. 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**.

DSL (and deputy) Arrangements

The Designated Safeguarding Lead at Springwell Learning Community continues to be **Kerry ann Beet**. The Deputy Designated Safeguarding Lead is **Vicky Fieldhouse**. Other members of the Senior Leadership Team who are DSL trained are **Sarah Wilson, Dan Foster 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 who can coordinate contact with the DSL. Members of the Senior Leadership Team are; **Sarah Wilson, Dan Foster, 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. The school continues, in collaboration with children's social care, to undertake thorough risk analysis to identify those children who can and should attend school. The school will undertake a cycle of constant reviews of these arrangements 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.