

Safeguarding and Child Protection Policy September 2020

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Safeguarding and Child Protection Policy

AIMS OF THIS POLICY

To ensure that children are effectively safeguarded from the potential risk of harm at Millhouse Primary School and that the safety and wellbeing of the children is of the highest priority in all aspects of the school's work.

To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

PURPOSE OF THIS POLICY

To ensure that all members of the school community:-

- Are aware of their responsibilities in relation to safeguarding children and child protection.
- Know the procedures that should be followed if they have a cause for concern.
- Know where to go to find additional information regarding safeguarding.
- Are aware of the key indicators relating to child abuse.
- Fully support the school's commitment to safeguarding children and child protection.

The School Child Protection Policy should also be read in conjunction with Keeping Children Safe in Education September 2020; Working Together to Safeguard Children; What to do if you are Worried a Child is Being Abused - Advice for Practitioners; COVID-19: safeguarding in schools, colleges and other providers .

1 PRINCIPLES

- 1.1 Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State at all times.
- 1.2 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond appropriately to child abuse concerns when they arise.
- 1.3 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.
- 1.4 We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child's mental or physical health or development being harmed.
- 1.5 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all time act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.
- 1.6 The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk

about any concerns and will see school as a safe place if there are any difficulties at home.

- 1.7 Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.
- 1.8 In our school, if there are suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection Procedures issued by Barnsley Safeguarding Children Partnership (BSCP). <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/>
- 1.9 As a consequence, we
- Assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process.
 - Accept totally that safeguarding children is required and is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
 - Recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing Body.
 - Will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, know the signs and indicators of different forms of abuse and neglect, and know how to report concerns or suspicions.
 - We will ensure staff and volunteers are aware of the different safeguarding issues that can put children at risk of harm.
 - Will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies. (Designated Safeguarding Lead)
 - Assert (through the Designated Safeguarding Lead) that all staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Partnership.
 - Will share our concerns with others who need to know, and assist in any referral process;
 - Will ensure that all members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer on to Children's Social Care Assessment and Joint Investigation Service in accordance with the procedures issued by Barnsley Safeguarding Children Partnership.
 - Will safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies
 - We will ensure staff and volunteers are 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 and that staff understand they should take action on any mental health concerns that are also safeguarding concerns.

- Will ensure that all staff are aware of the Child Protection Procedures established by Barnsley Safeguarding Children Partnership and where appropriate, the Local Authority, and act on any guidance or advice given by them. As part of this we will ensure all staff are aware of local early help process and understand their role in it.
- Will ensure: all staff know what to do if a child tells them he/she is being abused or neglected; staff know how to manage the requirement to maintain an appropriate level of confidentiality - this means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care; staff understand they should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- Will ensure through the recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children
- Will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

2 DESIGNATED SAFEGUARDING LEAD IN SCHOOL

2.1 The Designated Safeguarding Lead for Safeguarding and Child Protection in this school is:

Karen Gray

2.2 In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Leads:

Matt Ritchie

Jessica Dent

2.3 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

2.4 The school recognises that:

- The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
- All members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases
- The Designated Safeguarding Lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The Designated Safeguarding Lead is the first person to whom members of staff report concerns.
- The Designated Safeguarding Lead is responsible for referring cases of suspected

abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCP.

- The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff, unless the Designated Safeguarding Lead is also the Head Teacher.
- The Designated Safeguarding Lead will also ensure that the school is represented at Child Protection Conferences and that the required reports are written and available within the appropriate timescales as prescribed by Barnsley Safeguarding Children Partnership and discussed with families in advance of Conference.

2.5 To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding a request for service by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by Barnsley Safeguarding Children Partnership.
- Where they have concerns that a request for service has not been dealt with in accordance with the Child Protection Procedures, they can discuss this with the Head of Safeguarding and Welfare/members of the Safeguarding Unit and consider what needs to happen next.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Future Directions, trainee teachers and supply teachers) are aware of and can access readily the Child Protection and Safeguarding Policy.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- Liaise with the Head Teacher (if the Head Teacher is not the Designated Safeguarding Lead) to inform him/her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the Designated Governor for Child Protection to ensure this takes place.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals of concerns to Children's Social Care. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the Designated Safeguarding Lead for Child Protection. Wherever possible, this should include a face to face discussion and handover of the records. Both schools should sign a form to confirm the handover of the records; both schools should retain a copy of the transfer form.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for Children Missing Education CME. The Local Authority should also be informed if a parent is

considering Elective Home Education (EHE) so the relevant checks can be completed. Referrals regarding Elective Home Education (EHE) and Children Missing Education (CME) should be made to the Education Welfare Service.

- Understand and support staff and volunteers with regards to the requirements of the Prevent duty and are able to provide advice and support on protecting children from the risk of radicalisation;
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

2.5 The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case. (Training is every two years.)
- Have a working knowledge of how Barnsley Safeguarding Children Partnership operates and the conduct of a Child Protection Case Conference and be able to attend and contribute to these when required, enhancing the implementation of the Child Protection Plan.
- Attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the Designated Safeguarding Lead immediately.
- Undertake Prevent awareness training.

3 DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is: Leanne Sunter

- 3.1 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- 3.2 The Governors will ensure that the designated member of staff for safeguarding is given sufficient time to carry out his or her duties, including accessing training.
- 3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:
 - The school is carrying out its duties to safeguard the welfare of children at the school.
 - Hold a termly monitoring meeting with the Designated Safeguarding Lead with an agreed focus.

- Members of staff and volunteers are aware of current child protection practices and that staff receive training where appropriate.
- Child Protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff.
- The school follows the procedures agreed by Barnsley Safeguarding Children Partnership and any supplementary guidance issued by the Local Authority
- All staff, volunteers etc. will be vetted to ensure that only persons suitable to work with children shall work in the school.
- Where safeguarding concerns about a member of staff are raised, appropriate action will be taken in line with BSCP 'Allegations against Staff' Procedures and BMBC Disciplinary Procedures and DfE Guidance Dealing with Allegations of Abuse against teachers and other staff.

4 RECRUITMENT

4.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

4.2 We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education". In particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be² e.g. having sight of an applicant's birth certificate, passport and/or driving licence
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- DBS Checks will also be completed.
- The process should also confirm that the Preventing Illegal Working Declaration of Entitlement to Work in the UK is completed.
- New governors, management, head teacher and SLT will be subject to a Section 128 check from 2019

5 VOLUNTEERS

5.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy.

5.2 'Working with Volunteers' policy is in place and WWV1 forms are used for all volunteers working within school (from Sept 2019).

6 INDUCTION & TRAINING

6.1 All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, and other child protection concerns within the appropriate levels of confidentiality.

- 6.2 All new staff at the school (including volunteers) will receive child protection information ('What to Do If You Suspect a Child Is Being Abused') and a copy of the Safeguarding and Child Protection Policy on starting their work at the school. Also all staff and Governors are required to read the 'Keeping Children Safe in Education 2020' Part One document issued by the DfE.
- 6.3 All staff will be expected to attend training on safeguarding children and this will enable them to effectively fulfil their responsibilities, in respect of child protection. The school will provide access to this training – if face to face training is not available, new staff will as part of their induction, complete the on line safeguarding training which can be accessed via <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/> or Barnsley Learning Pod.
- 6.4 All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff will attend refresher training every three years, and the Designated Safeguarding Lead every two years. In addition to their formal training, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, 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.
- 6.5 Online safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach and included as part of induction training, refresher training, and regular updates.
- 6.6 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow. (See Induction Policy)
- 6.7 All adults are required to attend safeguarding training. Attendance at school training will also be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Partnership website/ Barnsley Learning Pod.
- 6.8 For staff who are unable to access face to face Safeguarding Awareness training the school expects them to complete online training as above. All NQTs and students are expected to have completed the Safeguarding Awareness training prior to commencing their employment.

7 DEALING WITH CONCERNS

- 7.1 All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- 7.2 It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.

Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the school's Cause for Concern documentation.

- 7.3 A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- 7.4 All causes for concern must be recorded on the Cause for Concern record and must be passed to the Designated Safeguarding Lead immediately.
- 7.5 The Designated Safeguarding Lead will decide on the appropriate actions, completing the section 'For designated teacher use' on the Cause for Concern form.
- 7.6 The Designated Safeguarding Lead will consider if the issue needs to be passed to Children's Social Care Assessment and Joint Investigation Team for further action via a telephone conversation and the Request for a Service procedure.
- 7.8 A Vulnerable Pupil file will also be raised and this includes:
- Vulnerable Pupil Information Sheet
 - Monitoring Record sheet
 - Cause for Concern form
 - Sticker on the front of the folder indicating if there are any other siblings
 - The folder is placed in the 'live' Vulnerable Pupils and Families Section
 - Make relevant staff aware that the file has been raised.
- 7.9 All discussions, telephone calls and meetings in relation to the child/young person must be recorded on the monitoring record sheet/ logged within the file.
- 7.10 The Designated Safeguarding Lead and other appropriate professionals will hold a monthly meeting to discuss and review all live and dormant records. The Designated Safeguarding Lead will then be able to:
- Monitor that the agreed actions have taken place
 - Assess the impact of the actions and the progress being made
 - Agree the next steps
 - Quality assure the written records
 - Collate a report for the Governing body outlining the level of child protection concerns and work being undertaken
 - Ensure that clear actions are followed up where there is a Child Protection Plan in place and the outcomes are monitored.
 - Ensure school is represented at Core Groups and Conferences
- 7.11 The documentation for each child/young person must be stored in a secure place.

8 DEALING WITH IMMEDIATE DANGER OR AT RISK OF HARM

8.1 If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council <https://www.gov.uk/report-child-abuse-to-local-council> directs staff to their local children's social care contact number.

Barnsley social care assessment service on (01226) 772423 (weekdays before 5pm).

Call the emergency duty team on (01226) 787789 if you're calling after 5pm, at weekends or bank holidays.

The Local Authority should make a decision within 1 working day of a referral being made about what course of action is needed and let the referrer know the outcome. Staff will follow up if this information is not forthcoming.

8.2 Record keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead.

8.3 Discussing Child Protection Concerns and Referrals with Parents

Wherever possible, the DSL in school will share concerns and discuss the intention to make a section 47 referral openly and honestly with parents before doing so. However, there are some circumstances under which a decision can and will be taken to share information prior to / without a discussion with parents:

To avoid undue delay which might compromise a child's safety; and /or where to do so might increase the risk of harm and / or jeopardise or impede an investigation.

Examples include concerns about (and this list is not exhaustive):

- Fabricated or induced illness;
- Intra-familial sexual abuse;
- so-called honour-based violence;
- abusive images of children.

9. CHILDREN POTENTIALLY AT GREATER RISK OR HARM

Children who need a social worker (Child in Need and Child Protection Plans)

We recognise that children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

We expect the Local Authority to share the fact a child has a social worker, and we will ensure the designated safeguarding lead holds and uses this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

10. EARLY HELP

10.1 What do we mean by Early Help?

Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood, and applies to any problem or need that the family cannot deal with or meet on their own. It also applies to all children and young people, with any form of need

Early Help requires that agencies should work together as soon as a problem emerges or a need is identified to ensure the child gets the right response, and the right services, from the right people at the right time. Our aim is to meet need early and avoid a problem escalating or the need increasing.

Early Help is provided to prevent or reduce the need for specialist interventions unless they are absolutely the correct response to meet the need and resolve the problem.

Early Help can be provided in the most complex of circumstances as well as the simplest. Early help means responding promptly if a child is at immediate risk of harm (or has other significant or complex needs) as much as it means responding to a need which only requires advice or guidance.

10.2 Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education health and care plan)
- is young carer
- is frequently missing / goes missing from care or home’;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/ or
- has returned home to their family from care

10.3 The Key Steps

There are 4 key steps to providing early help

10.3.1 Identify that there is a possible issue, problem or need and find out more from the child or young person, their parents or carers, and other professionals and agencies who know the child as necessary

10.3.2 PLAN - assess the need and plan with the child, young person and their parents or carers, alongside other professionals as necessary how best to meet that need

10.3.3 DO – agree who will lead the plan, implement the plan together, commission or provide the service (s)

10.3.4 REVIEW - review progress, change the plan, change services, refer to social care is appropriate or withdraw because the help is no longer needed

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.

11. SPECIFIC SAFEGUARDING ISSUES

11.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

11.2 All staff should be aware that safeguarding issues can manifest themselves via **peer on peer abuse**. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting
- sexting (also known as youth produced sexual imagery); and
- initiation /hazing type violence and rituals.

Staff should be aware of the gendered nature of peer on peer abuse – that it is more likely that girls will be victims and boys perpetrators.

Staff should recognise that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the Designated Safeguarding Lead/Deputy Safeguarding Lead particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Any incidences of peer on peer abuse should be dealt with promptly using cause for concern procedures. Incidents should be recorded, investigated and dealt with – outcomes including support instigated for victim and perpetrator should be recorded.

All staff should be clear as to our school’s policy and procedures with regards to peer on peer abuse.

11.3 **Sexual violence and sexual harassment** is not acceptable and will not be tolerated. The school will act under the principal that all victims are reassured, taken seriously, supported and kept safe. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Staff should be aware of and follow guidance on how to respond to such incidents provided in Keeping Safe in Education Part five.

11.4 Sexting

The term ‘sexting’ is used to describe the sending and receiving of sexually explicit photos, messages and video clips, by text, email or posting them on social networking sites. It’s increasingly done by young people who send images and messages to their friends, partners, or even strangers they meet online.

If an incident were to occur in school the following steps would be followed:

Sexting disclosures should follow the normal safeguarding practices and protocols. A student is likely to be very distressed especially if the image has been circulated widely and if they don’t know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to social services.

The following questions will help decide upon the best course of action:

- Is the pupil disclosing about themselves receiving an image, sending an image or sharing an image?

- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed? For example, is the Designated Safeguarding Lead (DSL) for child protection on hand and is their advice and support available?
- How widely has the image been shared and is the device in the pupil's possession?
- Is it a school device or a personal device?
- Does the pupil need immediate support and or protection?
- Are there other pupils and or young people involved?
- Do they know where the image has ended up?

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school safeguarding and child protection policies and practices are adhered to.

Dealing with Sexting and Related Issues – a quick guide

Always	Never
General	
Record the incident, inform the DSL and act in accordance with school safeguarding and child protection policies and procedures	Search a mobile device - even in response to an allegation or disclosure - if this is likely to cause additional stress to the pupil UNLESS there is clear evidence to suggest that there is an immediate problem
Inform the DSL about the alleged incident before searching a device	Print out any material for evidence or move any material from one storage device to another
Image has been shared across a personal mobile device	
Confiscate and secure the device(s)	View the image unless there is a clear reason to do so, send, share or save the image anywhere, allow pupils to do any of the above
Image has been shared across a school network, a website or a social network:	
Block the network to all users and isolate the image	Send or print the image, move the material from one place to another, view the image outside of the protocols in this policy i.e. without first informing the DSL.

11.5 Safeguarding incidents and/or behaviours can be associated with factors outside our school's and/or can occur between children outside school. All staff, but especially the designated safeguarding lead (and deputies) should be considering 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. Children's social care assessments should consider such factors so it is important that we provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

11.6 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Any incidences of suspected CSE/ CCE should be acted upon immediately in line with child protection policy and speaking to DSL or deputy DSL.

11.7 All staff should also be 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. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

11.8 **Annex A of KCSIE** contains important additional information about specific forms of abuse and safeguarding issues. Staff should become familiar with this annex.

12. **SAFEGUARDING IN SCHOOL**

12.1 As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

12.2 To this end, this policy must be seen in conjunction with the school's policies on:

- Personal, Social and Health Education and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Anti-Bullying Policy; the school will also ensure that bullying and racial harassment is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home. Incidents of bullying will be investigated, recorded through the Cause for Concern Process and reported to the Local Authority.
- E-safety policy: As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the school will ensure appropriate filters and appropriate monitoring systems are in

place. The guidance contained in KSIE Annex C: Online safety will be followed.

- The following policies will also be considered:
 - Safer recruitment
 - Code of conduct for staff
 - Confidentiality
 - Behaviour and discipline
 - Health & Safety
 - Physical Intervention - managing challenging behaviour
 - Allegations against members of staff
 - Whistle Blowing
 - Visitors policy
 - Induction policy
 - Information sharing policy
 - Supervision Policy
 - Children Missing Education

13 PHOTOGRAPHING CHILDREN

- 13.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.
- 13.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.
- 13.3 We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.
- 13.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.
- 13.5 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.
- 13.6 At the start of each academic year parental consent to the taking and use of photographs and videos will be updated for each pupil.
- 13.7 The allowing of photographs and videos will be at the discretion of the Head Teacher.

14 CONFIDENTIALITY and INFORMATION SHARING (refer to the School Confidentiality and Information Sharing Policy)

- 14.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
- 14.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- 14.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead.
- 14.4 It is important that the governing body are aware that among other obligations, the Data

Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

15 CONDUCT OF STAFF

15.1 The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

15.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from children and parents
- Contacting children through private telephones (including texting), e-mail, or other social networking websites.
- Disclosing personal details inappropriately
- Meeting pupils and families outside school hours or school duties

15.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Partnership procedures, we will view this as misconduct, and take appropriate action

15.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Millhouse Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures

15.5 An agreed Whistle Blowing Policy in relation to safeguarding (appendix 1) to supplement the BMBC corporate policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

15.6 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:

- Through encouragement to discuss issues at school assemblies
- Via the school council meetings
- Thrive practitioner drop in sessions
- An open approach to discussing issues with staff
- Where appropriate, use of concern/ worry boxes

16 PHYSICAL CONTACT AND RESTRAINT

16.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy on managing challenging behaviour (cross reference to The Use of Force to Control or Restrain Pupils policy)

16.2 Staff using physical interventions should have undertaken Team Teach training and interventions should be in accordance with the Team Teach principles.

16.3 Children who have display challenging behaviour will have individual plans to minimise the challenging behaviour and subsequent need for restraint.

17 ALLEGATIONS AGAINST MEMBERS OF STAFF

17.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor or supply teacher) may have:

- 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;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

17.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCP.

17.3 The Head Teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school's response.

17.4 The Head Teacher (or Chair of Governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

17.5 The Head Teacher should not investigate the concerns or discuss with the alleged perpetrator without having spoken to the LADO.

17.6 Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

18 BEFORE AND AFTER SCHOOL ACTIVITIES

18.1 Where the Governing Body transfers control of the use of the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures in place, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

19 CONTRACTED SERVICES

19.1 Where the Governing Body contracts services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

20 PROVISION TO HELP PUPILS STAY SAFE

20.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive.

- Through a more personalised PSHCE programme and E-safety teaching that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from

parents and staff.

- Within our curriculum there are opportunities to discuss issues that some children might find sensitive. During health and safety discussion and sex education, members of staff are alert to the fact that some children will have very different experiences and may find content 'sensitive' within their own histories. Staff should make themselves familiar with the background of the children in their care in order to avoid children becoming distressed.
- Initiatives such as Circle Time, Play leaders, Mental Health Champions, School Council and Bikeability, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.

21 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 21.1 All adults in school will receive a copy of the Safeguarding and Child Protection Policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings. Safeguarding and child Protection will be a regular agenda item at Staff Team Meetings.
- 21.2 The effectiveness of the policy will be reviewed and evaluated by the Governing Body annually in light of any specific incidents or changes to local/national guidance.
- 21.3 The Designated Governor for Safeguarding will monitor one aspect of the school's child protection work termly and report back to the full governing body.
- 21.4 The Head Teacher will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each full governing body meeting. The Head Teacher will also complete the Annual Head Teacher's Safeguarding report which is submitted to the Local Authority after it has been agreed with the Governing Body.
- 21.5 Parents will be consulted via newsletter/ parent forum and pupils via the school council in January each year.

22 PARENTS AND CARERS

- 22.1 Parents and carers will be informed that they can have a paper copy of the Child Protection Policy on request.
- 22.2 The policy will also be available on the school website.
- 22.3 Schools should be proactive in their consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

Appendix 1

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order to:

- prevent the problem worsening or widening
- prevent becoming implicated yourself
- protect or reduce risks to others

What stops people from whistleblowing

- Starting a chain of events which spirals
- Fear of repercussions or damaging careers
- Disrupting the work or project
- Fear of not being believed
- Fear of getting it wrong

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Head Teacher
- If your concern is about your immediate manager/Head Teacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors or the Local Authority Designated Officer (LADO)
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

(Reproduced with acknowledgement to "Sounding the Alarm" – Barnardo's)

Appendix 2: Definitions and Some Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression	Finger marks
Frequent unexplained injuries	Broken bones
Afraid of physical contact	Cuts and grazes
Violent behaviour during role play	Cigarette burns
Unwillingness to change clothes	Cowering
Aggressive language and use of threats	Bruising in unusual areas
Changing explanation of injuries or carer	Not wanting to go home with parent

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing	Dirty
Cold – complaining of	Body sores
Hunger – complaining of	Urine smells
Unkempt hair	No parental interest
Not wanting to communicate	Behaviour problems
Attention seeking	Lack of respect
Often in trouble – police	Bullying
Use of bad language	Always out at all hours
Lack of confidence – low self-esteem	Stealing
Jealousy	Significantly underweight

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour – language	Withdrawn
Change of behaviour	Role play
Rejecting physical contact or demanding attention	Rocking
Physical evidence – marks, bruising	Knowledge
Pain going to toilet, strong urine	Stained underwear
Bruising/marks near genital area	Drawing – inappropriate knowledge
Relationships with other adults or children for example, being forward	

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying	Rocking
Withdrawn	Not wanting to socialise
Cringing	Bad behaviour
Aggression	Behaviour changes
Bribery by parent	Self infliction
Lack of confidence	Attention seeking
Isolation from peers – unable to communicate	Clingy
Afraid of authoritative figures	Treating others as you have been treated
Picking up points through conversation with children.	

Appendix 3: County Lines

What is county lines exploitation?

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

The UK Government defines county lines as:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

<http://www.nationalcrimeagency.gov.uk/publications/832-county-lines-violence-exploitation-and-drug-supply-2017/file>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Refer to Appendix A – Keeping Safe in Education September 2020 for detailed information about wide range of safeguarding issues including county lines.

Appendix 4: Contextual Safeguarding

What is Contextual Safeguarding?

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Schools have been identified as sites in which young people can experience and/or be safeguarded from abuse and violence. From experiences of sexual harassment and sexual violence through to physical assaults, relationship-based abuse, bullying and grooming into exploitative networks, young people have told practitioners, researchers and journalists about risks they have faced in educational settings.

As such it is critical that when young people experience abuse and violence and this is in some way associated to their school environment or school relationships – that the school itself features within the process of assessment and intervention. If we want to address the factors that cause abuse, or provide an opportunity for abuse to occur, then these factors need to be identified explored and addressed – and school assessments is one way to achieve this.

Further information and resources can be found: <https://contextualsafeguarding.org.uk/>

Appendix 5 – Additional guidance and procedures re Coronavirus / Covid-19

Emergency safeguarding procedures

In order to ensure all children, including our most vulnerable children are protected during any period of school closure/ partial closure, the following additional procedures and guidance have been adopted:

We will ensure we are following the most up to date government and local authority guidance on vulnerable children attending school.

For many vulnerable children, school represents a safe haven from risk and therefore wherever possible parents and carers of vulnerable children will be encouraged to send them to school unless, on the balance of assessed risk, it is demonstrably safer for them to be at home; or there are other extenuating family circumstances (to be considered in conjunction with social worker). Consideration/ assessment will be done on a case by case basis. The longer the crisis continues, the more critical it will potentially become that more of our vulnerable children are in school. Therefore we will review with parents/carers regularly any decisions not to send vulnerable pupils into school.

We will follow current guidance around maintaining appropriate social distancing in schools and other settings:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>

During any period of partial/ full school closure, Designated Safeguarding Lead, Karen Gray, will be responsible for monitoring vulnerable pupils. All staff are aware of this and able to contact by telephone or email if required. This will support all staff in sharing any information from their contact with children or families. In the eventuality that more staff become ill or are unable to work as a result of self-isolation / shielding including potentially DSL the following order will apply:

- Designated teacher for LAC children (KG)
- DSL (KG)
- DDSL (MR/JD)
- Senior teachers (SC/JB)

These identified staff are responsible for monitoring safeguarding records and procedures to ensure timely referrals to Children's Services if required.

All relevant staff have been provided with contact details for advice/ support/ referrals:

Barnsley Safeguarding Children Partnership for advice: 01226 775859

Early Help support: earlyhelp@barnsley.gov.uk

Barnsley Schools Alliance: admin-schoolsalliance@barnsley.gov.uk

Children's Social Care front door – urgent referrals only: 01226 772423

Looked After Children - virtualschool@barnsley.gov.uk

Education Welfare Service – janeallen@barnsley.gov.uk

Education, Health & Care Plan Team – EHCTeam@barnsley.gov.uk

Special Educational Needs / Disability Information, Advice & Support Service
SENDIASS@barnsley.gov.uk or phone: 01226 787 234

Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education and children's social care. Phone: 0800 046 8687

Procedures (where children not attending school due to Covid-19):

Contact will be maintained by the school with all families via teacher2parents email at least once per week in form of general update from headteacher (or AHT if HT unavailable).

Class teachers will communicate with pupils daily during term time via Purple Mash email. (In event of a member of staff being unable to do this due to illness the HT/ AHT will take over communication).

All pupils understand how to communicate with teachers via Purple Mash.

Staff emails (teachers/ HT) have been shared with parents and all parents aware that they can email for support.

Staff will monitor communication daily Monday – Friday.

Home learning plans will be put in place, with flexibility to support homes with/without technology/internet access (paper copies available on request)

Guidance for parents/carers outlining how they can support their children to continue learning whilst at home has been shared via letters and on home learning hub of school website.

All vulnerable families will have additional contact and support with any concerns reported and recorded using the guidance below.

All families, including vulnerable children and families have been provided with a contact number / email for the school which is monitored regularly.

For vulnerable pupils not attending school including children supported by statutory services at CiN level or subject to a child protection plan

- Vulnerable pupils identified/ prioritised and necessary checks identified – recorded on log.
- Once weekly visits to the family home for the most vulnerable children with doorstep contact, with all children seen if possible, or to confirm where the young person is staying, if not at home. If home visits can't be achieved, to alert the child's social worker / family support worker as appropriate.
- Where no key worker currently exists, if concerns as above LA proforma completed and returned through perspective lite or via Egress to

Janeallen@barnsley.gov.uk to request support from the Education Welfare Service.

- Offer of food support through school Free School Meal service for those eligible.
- Liaising with all necessary professionals as usual
- Providing reports for or attending (inc. virtually) any planned review meetings, where possible
- Identified staff to record all interactions and any additional concerns via their usual recording mechanism, cause for concerns/ safeguarding files and share or escalate if necessary.

Children and young people with an Education, Health & Care Plan

- Pupils with an EHCP should wherever possible be able to attend school, per the government's guidance and on the balance of risk. Any decision for the child to remain out of school should be based on appropriate risk assessment and agreed with their parents / carers.
- If they are not attending school, pupils with an EHCP will be supported to access learning materials / opportunities/ resources relevant to the child's plan.
- Any concerns relating to a pupil with an EHCP will be reported to SEN team (see contacts above).
- Once weekly phone calls will be conducted where pupils with EHCP are not in school to share any concerns/ provide advice and support.

School provision for other Vulnerable children (identified by school)

- Once weekly phone contact and confirm where the child/young person is staying and report any safeguarding concerns to children's social care
- Offer of food support through the school Free School Meal arrangements
- Signpost families to the services and support available through the family services directory <https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/home.page>
- Identified staff to record all interactions and any additional concerns via their usual recording mechanism and share or escalate if necessary
- Liaison with relevant agencies at the point of need, e.g. Family Centres, Children's Social Care, SYpolice, Public Health nursing service as appropriate
- Where no key worker currently exists and concerns are raised, LA proforma to be completed and returned through perspective lite or via egress to janeallen@barnsley.gov.uk to request support from the Education Welfare Service.
- If staff start to become worried about a child/family and feel they may need early help support, to email earlyhelp@barnsley.gov.uk and [request a call back from an early help professional who will be able to provide advice and guidance](#)

School designated teacher provision for Children & Young People in the Care of Barnsley

- Welfare Call will continue to monitor attendance of children looked after
- Phone contact at least once a week.
- Offer of support as appropriate through the setting, school or college and social worker.
- Liaising with all necessary professionals as usual (e.g. Education setting, Virtual School, social worker, Personal Advisor, IRO & health professionals)
- Attending any planned review meetings (inc. virtually), unless advised otherwise
- Identified staff to record all interactions and any additional concerns via their usual recording mechanism and share or escalate if necessary
- Each young person's TPEP kept up to date including information about changes to educational provision in light of the current situation.
- It is important to note that looked after children not accessing education at school may need to return to school based learning to ensure they can continue to be supported in their placement. This should form part of the risk assessment for all looked after children and school should maintain regular contact with social workers to monitor the impact of any decisions regarding school access.
- If support is required contact the Barnsley Virtual School Team via virtualschool@barnsley.gov.uk

School designated teacher provision for Children & Young People in the Care of Local Authorities other than Barnsley

- As above but schools should confirm the arrangements for monitoring attendance with the placing authority
- If support is required contact the appropriate teams in the Local Authority responsible for the care of the young person. If experiencing any difficulties contact the Barnsley Virtual School via contact details above.

Free School Meal Arrangements

- Children who are eligible for free school meals will be provided for daily by arrangements through school e.g. access to school catering / issuing of packed lunches / implementing the government-led voucher scheme

Remote learning arrangements

- School will ensure appropriate online safety procedures are in place.
- Guidance re keeping children safe online has been shared with parents and uploaded to the home learning hub section of the school website.
- All pupils are familiar with SMART rules.
- Staff are able to monitor pupils' use of Purple Mash.

In-school provision

- Usual safeguarding procedures will apply.
- DSL or deputy DSL will be available on site or via telephone to report any issues/ concerns.
- Daily attendance will be recorded in line with DFE guidance.

Provision in an alternative setting to the school

- At least one member of Millhouse staff to be present as familiar adult.
- DSL/ Deputy DSL details shared with alternative setting – available via telephone
- Daily attendance recorded on DFE daily online recording form by alternative setting

Policy reviewed August 2020 in line with Keeping Safe in Education guidance Sept 2020.

Appendix 5 - procedures in effect during partial/ full school closure due to coronavirus updated Sept 2020.

– **Head Teacher**

– **Chair of Governors**