



Nook Lane Junior School

Child Protection Policy 2020

A copy of this document is available as a paper copy on request at the school office.

Nook Lane Safeguarding Team

Designated Safeguarding Lead/Inclusion Manager/SENCo – Diane Wilkinson

Deputy Designated Safeguarding Lead/Headteacher – Steve Arbon-Davis

Safeguarding Governor – Caron Carter

Chair of Governors – Diane Shaw

Policy Statement

The health, safety and well-being of all of our children are of paramount importance to all of the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. At Nook Lane Junior School, we respect our children. The atmosphere within our school is one that encourages children to speak openly if they have any worries or concerns. We provide opportunities for children to take and make decisions for themselves. Our teaching of personal, social and health education and citizenship, helps to develop inclusive attitudes and it makes them aware of the impact of their decisions on others. We also teach children how to recognise different risks in different situations and how to behave in response to them. Our school fully recognises the contribution it can make to protecting children and supporting them in school.

Aims and objectives

This policy ensures that all staff in our school are clear about the action necessary with regard to a child protection issue. Its aims are:

- To provide an ethos in which children feel secure, their views are valued, they are encouraged to talk and are listened to and where children at risk are monitored.
- To prepare children to resist abuse by providing opportunities for increasing self-esteem, self-awareness and assertiveness and to give children strategies for dealing with threatening situations.
- To provide training so that all members of staff are equipped with the appropriate knowledge and understanding to recognise possible signs of abuse and to be able to deal with any initial disclosure.
- To provide clear guidelines and procedures for suspected or disclosed abuse and to ensure that staff are fully aware of their role.
- To develop close contact with external support – Social Service, School Health Service, Family and Community Services and the Police, any of whom may be involved if abuse is suspected or alleged.
- To ensure that the governors, Headteacher, teachers and support staff consider themselves as partners in the protection of children from abuse.

There are 3 main elements in our Child Protection Policy:

Prevention – a positive school atmosphere, teaching and pastoral support for pupils.

Protection – by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to child protection concerns.

Support – to pupils and school staff and to children who may have been abused. This policy applies to teaching staff, non-teaching staff, support and volunteer staff, and anyone who is responsible for or is in contact with children in our school.

School commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from abuse. Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to by adults in school.
- Ensure that children know that there are adults in school who they can approach if they are worried or are in difficulty.
- Include in the curriculum, activities and opportunities for PSHE and Citizenship, to equip children with the skills that they will need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Framework

Nook Lane Junior School does not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and the local authorities have a particular responsibility towards children and families most at risk of social exclusion. Child protection is the responsibility of all adults, especially those working with children.

The development appropriate procedures and the monitoring of good practice are the responsibility of the Local Area Child protection Committee.

Roles and responsibilities

All adults working with, or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the local authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed at the beginning of this document.

Role of Designated Safeguarding Lead (with support from the Governing Body)

- Identify signs of abuse and refer to the relevant investigating agencies
- Make detailed, accurate and secure written records
- Understand, attend and contribute effectively to child protection conferences
- Support, advise and share expertise within school
- Understand Sheffield Safeguarding Children Board policies and procedures
- Ensure all staff access and understand policies
- Ensure staff receive immediate induction training when joining the school

- Ensure staff recognise and report concerns immediately
- Update the policy and review annually
- Ensure parents can access policy, electronically or paper copy
- Attend training every year
- Report to governors at governing body meetings and the annual report to governors

Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the Sheffield Safeguarding Children Board procedures.

Training and support

Nook Lane Junior School's governors will ensure that the Headteacher, and all other designated persons attend training relevant to their role. All staff will receive and be able to access child protection training relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. All staff have access to appropriate training to ensure that they are able to react appropriately should an incident occur. Staff will be able to recognise and respond to situations where a child may be considered to be at risk. The DSL/DSLl attend annual advanced safeguarding training which is shared with staff at development meetings/briefings.

Professional confidentiality

Confidentiality needs to be fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

Records and monitoring

Well-kept records are essential to effective child protection. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed to other agencies. Notes from Child Protection Conferences are stored by the school.

Supporting pupils at risk

Nook Lane Junior School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in their lives. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider if the setting is not appropriate. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. This school will endeavour to support pupils through:

- the curriculum, to encourage self-esteem and self-motivation.
- the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and listened to.
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- the implementation of a school behaviour management policy.
- regular liaison with other professionals and agencies who support the pupils and their families.
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interests to do so.

- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

This policy should be read in conjunction with other related school policies. These include:

- Positive Behaviour Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- Health and Safety
- Emotional Health & Well-Being Policy
- Lunchtime Supervisor Policy
- Sheffield Safeguarding Children's Board, full policy pack – <https://www.safeguardingsheffieldchildren.org/sscb/education/policies-procedures>

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory difficulties and/or emotional and behaviour difficulties will need to be particularly sensitive to signs of abuse. It must be stressed that in a home environment where there is domestic abuse, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

The Multi-Agency Assessment and Referral Form (Early help Part 1 Form)

The Early Help Part 1 Form should be used when we consider that a child has needs that cannot be met solely by the services or resources within the Children & Young People's Directorate, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child. In these circumstances, we will have records detailing the work that has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. The Early Help/Assessment Part 1 form has been produced to give brief whole family details and updates on work already undertaken with a family. This form replaces the Request for Support form (for MAST) and should be used to access the Early Help Gateway meetings. When completing an Early Help Part 1 form, the Thresholds of Need Guidance must be followed. (See appendix B).

Completed Early Help Assessment Part 1 forms should be sent to the local MAST office using the secure SFX email. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm. Where, following an assessment of a situation, it is considered immediate protective is required, a child protection referral must be made by the DSL/DDSL. This referral will be by telephone to the Sheffield Safeguarding Hub. The multi-agency form should then be forwarded by the designated person to social services.

Procedures to follow if a member of staff is concerned about the welfare or safety of a child:

- Write down concerns using the CPOMS recording tool
- Discuss your concerns with the DSL/DDSL
- Procedures to follow when the DSL/DDSL is notified of the concern about the welfare or safety of a child
- Refer to the Threshold of Need guidance and complete an Early Help Assessment Part 1 form
- Ring the Sheffield Safeguarding Hub for advice and follow this with a MACF form if needed. (See appendix C).
- In the absence of the DSL/DDSL contact the Sheffield Safeguarding Hub.

Procedures to follow if an allegation is made against a member of staff

- Allegations must be reported immediately to the DSL/DDSL
- If the allegation is against the Headteacher it must be reported immediately to the Chair of Governors
- Must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to do so by the Headteacher
- Must be investigated under the procedures called 'Allegations Against Staff in Education Settings – September 2016'

All allegations are discussed immediately with the Safeguarding Sheffield Children Board (0114 2734850) who act on behalf of the Local Authority Designated Officer (LADO). The best course of action will be decided to investigate the allegation and decide which other parties to involve where appropriate – police, HR, etc.

Information Sharing Guidance

Appropriate and timely sharing of relevant information is a vital part of the early help framework that has been adopted by organisations that work with children, young people and families in Sheffield. Sharing appropriate information at the right time can improve outcomes for all and can help prevent situations escalating and becoming more serious. The Information Sharing Guidance is intended to enable practitioners to share information in a timely way and with confidence. The guidance can be found in appendix D.

Appendix A

The Sheffield Safeguarding Children Board and the Safeguarding Children and Independent Reviewing Service are based on Floor 3, Howden House, Union Street, S1 2SH. Their contact details are below:

Office hours are: 8.45am-5.15pm Monday – Thursday and 8.45am-4.45pm Friday.

Telephone – 0114 2734450 email ssbc@sheffield.gov.uk

The areas of responsibility of the SSCB include:

- **Substance Misuse Manager – Mandy Craig 0114 2058214 email – Mandy.Craig@sheffield.gov.uk**
- **Licensing Manager – Julie Hague 0114 2736753 email – Julie.Hague@sheffield.gov.uk for advice about safeguarding children on licensed premises and taxi and hospitality services**
- **Child Death Overview Panel (CDOP) – Diane Shahlavi 0114 2053846 email – cdop@sheffield.gov.uk**

Safeguarding Children & Independent Reviewing Service

Sheffield Safeguarding Children and Independent Reviewing Service is responsible for the reviews of children in care and those subject to child protection plans. It also employs the Early Years and Education Advisors and is responsible for safeguarding children training.

The areas of responsibility of the service include:

- Child Protection Enquiry Team (CPET) – 0114 2734925
- Local Authority Designated Office (LADO) and Prevent: Hannah Appleyard – 0114 2734850

To make a referral, download the LADO referral form, complete and email securely to lado@sheffield.gcsx.gov.uk

- Safeguarding Children Training – 0114 2734530 email safeguardingchildrentraining@sheffield.gov.uk
- Safeguarding Children Advisors, Education: Bea Kay – 0114 2735655 email beak.kay@sheffield.gov.uk and Flora Bandela – 0114 2053714 email flora.bandela@sheffield.gov.uk
- Safeguarding Children Advisor, Early Years, Val Linnett 0114 2735484 email val.linnett@sheffield.gov.uk
- Child Protection Co-ordinators – 0114 2735129 or 0114 2734934

Appendix B

The Threshold of Need Guidance booklet can be found here:

https://safeguardingsheffieldchildren.org/assets/1/threshold_guidance_booklet_final.pdf

There are also paper copies in the school office.

Appendix C

When a referral to Social Care has been made which is not urgent, this should be followed up with the Multi-Agency Confirmation Form (MACF).

The form can be downloaded here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/site.page?id=fs5M6cDGjak>

There are also paper copies in the school office and electronic copies in Staff Share in the Safeguarding folder.

Appendix D

Copies of the Information Sharing Advice for Practitioners, July 2018, can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Review: Summer term 2021

This addendum is to be read in conjunction with all relevant current Child Protection/Safeguarding Policies

June 2020

Scope and definitions

This addendum applies during the period of phased return following school closure due to COVID-19. It reflects updated advice from our local authority (LA) Sheffield.

It sets out changes to our usual child protection policy in light of the Department For Education's guidance 'Coronavirus: safeguarding in schools, colleges and other providers' and should be read in conjunction with that policy.

Unless covered here, our usual Child protection Policy continues to apply.

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

Are assessed as being in need, including children:

- With a Child Protection Plan
- With a Child in Need Plan
- Looked after by the local authority

Children with an Education, Health Care Plan.

Have been assessed as otherwise vulnerable by educational providers or LAs, for example for those who are:

- On the edge of receiving support from children's social care services
- Adopted
- At risk of becoming NEET (not in employment, education or training)
- Living in temporary accommodation
- Young carers
- Considered vulnerable at the provider and LA's discretion

Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

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

- The best interests of the children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A DSL/DDSL should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

Reporting concerns

All staff and volunteers must continue to act on any concerns that they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home. As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

DSL/DDSL arrangements

We aim to have a trained DSL/DDSL on site wherever possible.

If our DSL/DDSL can't be in school, they can be contacted remotely by mobile phone. All staff have their contact numbers, these are also available in the school office.

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

We will ensure that the DSL/DDSL, wherever their location, know who the most vulnerable children are in school.

On occasions where there is no DSL/DDSL on site, a senior leader will take responsibility for co-ordinating safeguarding. The senior leader will be responsible for liaising with the off-site DSL/DDSL to make sure they can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files where necessary
- Liaise with children's social workers where they need access to children in need and /or to carry out statutory assessments.

Working with other agencies

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

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

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

Monitoring attendance

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

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

- Follow up on their absence with their parents or carers, by calling, emailing or distanced home visits
- Notify their social worker, where they have one

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

Peer on peer abuse

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

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

Concerns about a staff member or volunteer

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

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

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

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

Contact plans

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

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

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff members/s will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact - this will be over the phone, doorstep visits or a combination of both

We have agreed these plans with children's social care where relevant, and will review them as required or if any situation were to change.

If we can't make contact, we will follow usual procedures including contacting children's social care or the police.

Safeguarding all children

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

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

Children returning to school

The DSL/DDSL will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and well-being that they should be aware of before the child returns.

The DSL/DDSL will be given more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return to school.

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

Children at home

The school will maintain contact with children who are not yet returning to school. Staff will try to maintain contact with children at home to help identify any concerns. If they have to speak to them they will use school phones and devices to make calls or caller withheld number if calling from home.

Staff will use their school class email address to keep in touch with children for their class.

Staff and volunteers will look out for signs like:

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

Class teachers have been requested to make fortnightly calls to children with special educational needs to check how they are and to see if there is any additional support the school can provide.

Online Safety

In school - we will continue to have appropriate filtering and monitoring systems in place in school.

Outside school – where staff are interacting with children online, they will continue to follow our existing staff policies including the Behaviour Policy, the code of conduct and the IT Acceptable Use Policy.

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

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

Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

Mental health

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

Children at home – where possible, we will continue to offer our current support for pupil mental health for all pupils, including counselling over the phone instead of face to face, signposting to appropriate agencies and other partners in conjunction with external agencies.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

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

Staff recruitment

Recruiting new staff and volunteers

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

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

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

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

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

Safeguarding induction and training

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

New staff induction – new staff and volunteers will continue to receive a safeguarding induction, a copy of our Child protection Policy and addendum, Keeping Children safe in Education Part 1.

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

- A copy of our Child Protection Policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

DSL training

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

The DSL/DDSL will do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

Keeping record of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

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

We will use the single central record to log everyone working or volunteering in our school each day, including staff 'on loan'. Details of any risk assessments carries out on staff and volunteers on loan from elsewhere.

Children attending others settings

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

Wherever possible, our DSL/DDSL and/or SENCo, will share, as applicable:

- The reason/s why the child is considered vulnerable and any arrangements in place to support them
- The child's EHCP, Child in Need Plan, Child Protection Plan or personal education plan
- Details of the child's social worker
- Details of the virtual school lead

Where the DSL/DDSL and/or SENCo can't share this information, the senior leader/s identified in section 4 will do this.

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

Monitoring arrangements

This policy will be reviewed annually and ratified by the school's Governing Body.

Links with other policies

- Child Protection Policy
- Staff code of conduct
- IT Acceptable Use Policy
- Health & Safety Policy
- Online Safety Policy
- Whistleblowing Policy
- SEN Policy
- Positive Behaviour Policy
- Anti-Bullying Policy