

Poringland Primary School and Nursery



Safeguarding and Child Protection Policy

Date of Policy: Summer 2022
Review Date: Summer 2023

Members of staff responsible: DSL

Happy Active Inspired Healthy Learners

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, Behaviour Policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (2020).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in Summer 2021. It is due for review in Summer 2022.

1. PURPOSE & AIMS

- 1.1 The purpose of this policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:
- Protect children and young people at our school from maltreatment;
 - Prevent impairment of our children's and young people's health or development;
 - Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
 - Undertake that role so as to enable children and young people at our school to have the best outcomes.
- 1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.
- 1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.
- 1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.
- 1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

- 2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.
- 2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.
- 2.3.1 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

- 2.4 Through our curriculum, we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance [‘Teaching online safety in school.’](#)
- 2.5 At all times, we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and the Norfolk Multi Agency Safeguarding Partnership arrangements.
- 2.6 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Peter Dean	01508 492530
Alternative DSL	Hannah Howard Liz Dewing Joanne Whittington Lucie Burdett	01508 492530
Headteacher	Peter Dean	01508 492530
Named Safeguarding Governor	Steven Harrowing	01508 492530
Chair of Governors	Jo Francis	01508 492530

- 3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a

way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

- 3.2 The Governing Body is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.
- 3.3 The Governing Body will ensure that:
- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Partnership policies and procedures;
 - The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
 - A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there are alternative DSLs who are appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.
 - All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who go missing from education as detailed in section 6 of this policy.
 - All staff undertake appropriate child protection training that is updated annually;
 - Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
 - Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2020);
 - This policy includes detailed information on the procedures and processes to follow regarding peer on peer abuse, the recognition of it and the different forms it may take.
 - They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- 3.4 The governing body will receive an annual safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 At Poringland Primary School and Nursery, the Headteacher is responsible for:

- Identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff or volunteer.

The Designated Safeguarding Lead (DSL)

3.6

The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*.

3.7

The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.8

During term time, the DSL and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media.

3.9

The DSL will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Advice and Duty Service (CADS) and other agencies where necessary, and make referrals of suspected abuse to Children's Advice and Duty Service (CADS), take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10

The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.11

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's [safeguarding training pack](#) provided by Children's Advice and Duty Service (CADS).

3.12 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

4. TRAINING & INDUCTION

4.1 When new staff join our school, they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one and Annex A of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSL) and Alternative DSLs are. They will also receive a copy of the Behaviour Policy and the school's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with the safeguarding recording form (or access to the school's CPOMS system so that an online disclosure form can be completed). They will be given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record, the processes for referral to Children's Advice and Duty Service (CADS) and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*'. In order to achieve this we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Board at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSLs will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

- 4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services](#).
- 4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of '*Keeping Children Safe in Education*' (2020) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Partnership and within the Safeguarding Section of the Norfolk Schools website: <http://www.schools.norfolk.gov.uk/safeguarding>.

5. PROCEDURES FOR MANAGING CONCERNS

- 5.1 Our school adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board (NSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [NSCB Threshold Guidance](#).
- 5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.
- 5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.
- 5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).
- 5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Advice and Duty Service (CADS) as required. All

information and actions taken, including the reasons for any decisions made, will be fully documented.

- 5.8 All referrals will be made in line with Norfolk Children's Advice and Duty Service (CADS) procedures as outlined in Appendix 3.
- 5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Advice and Duty Service (CADS) immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.
- 5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Advice and Duty Service (CADS), or the police if:
- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
 - they are convinced that a direct report is the only way to ensure the pupil's safety.
- 5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Advice and Duty Service (CADS) directly with their concerns.

6. Specific Safeguarding Issues

Contextual safeguarding

- 6.1 We recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff are aware of the definition of contextual safeguarding and when reporting concerns, they include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.
- 6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.

- 6.3 We recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Child Sexual Exploitation (CSE)

- 6.4 At Poringland, we recognise that Child Sexual Exploitation is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology.

Child Criminal Exploitation (CCE): County Lines

- 6.5 At Poringland, we understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

So-called 'honour-based violence (including Female Genital Mutilation and Forced Marriage

- 6.6 At Poringland, we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.
- 6.7 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- 6.8 At Poringland, we recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

The Forced Marriage Unit has [statutory guidance](#) and [Multi-agency guidelines](#) and can be contacted for advice or more information: Contact 020 7008 0151 or email fmf@fco.gov.uk

Preventing radicalisation and extremism

- 6.9 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Poringland, we will ensure that:
- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
 - There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
 - The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
 - The DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent our school at Channel meetings as required.
 - Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Peer on peer abuse

- 6.10 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- 6.11 At Poringland, all staff are trained so that they are 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.
- 6.12 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL will respond to any

concerns related to peer on peer abuse in line with guidance outlined in Part five of 'Keeping Children Safe in Education' and '[Sexual violence and sexual harassment between children in schools and colleges](#)' (May 2018). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

- 6.13 We will work with other agencies as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren). Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to [The Harbour Centre Sexual Assault Referral Centre](#) (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on The Harbour Centre website.

Safeguarding responses to children who go missing

- 6.14 All staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
- 6.15 We adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who missing:
- An attendance register is taken at the start of the first session of each school day and once during the second session;
 - We make every effort to contact parents and carers and follow up with the emergency contacts held;
 - We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
 - Staff will alert DSLs to any concerns raised regarding children who are absent from school;
 - The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;
 - We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
 - When removing a child from roll at the standard and non-standard transition points we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.

7. RECORDS AND INFORMATION SHARING

- 7.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (Appendix 1). Concerns can also be recorded on the CPOMs system. They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.
- 7.2 Any information recorded will be kept on the school's secure CPOMS online system. If any paper copies are retained, they will be kept in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
- 7.3 Child protection information will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include a chronology and will record significant events in the child's life.
- 7.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Norfolk County Council.

8. WORKING WITH PARENTS & CARERS

- 8.1 We are committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.
- 8.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Advice and Duty Service (CADS).
- 8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- 8.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Advice and Duty Service (CADS) in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

9. CHILD PROTECTION CONFERENCES

9.1 Children's Advice and Duty Service (CADS) will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

9.3 All reports for child protection conferences will be prepared in advance using the guidance and template [report](#) provided by the NSCB. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

9.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Advice and Duty Service (CADS) or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

10. SAFER RECRUITMENT

10.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2020). At least one person involved in conducting an interview will have received safer recruitment training.

- 10.2 At Poringland, we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.
- 10.3 We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. Senior members of staff will check the SCR regularly to ensure that it meets statutory requirements.

11. SAFER WORKING PRACTICE

- 11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- 11.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.
- 11.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.
- 11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

- 12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

- 12.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in [Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons who Work with Children](#) and Part 4 of 'Keeping Children Safe in Education', DfE (2020) are adhered to and will seek appropriate advice. The first point of contact for schools regarding LADO issues is via the Local Authority Duty Desk on 01603 307797. A Duty Advisor will give advice and guidance on next steps. If the advice is to make a referral to LADO then the form should be completed. Direct contact details for the LADO are- e-mail: LADO@norfolk.gov.uk or telephone 01603 223473.
- 12.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.
- 12.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.
- 12.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 223473. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.
- 12.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

13 OPERATION ENCOMPASS

- 13.1 At Poringland, we are working in partnership with Norfolk Constabulary and Norfolk Children's Advice and Duty Service (CADS) to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Norfolk Multi-agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the '*Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools*'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

14 RELEVANT POLICIES

- 14.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Behaviour
- Whistle-blowing
- Attendance
- E-Safety
- Health and Safety
- Single Equality Scheme
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits

15. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- ['Working Together to Safeguard Children'](#) DfE (July 2018)
- ['Keeping Children Safe in Education'](#) DfE (2020)
- [Norfolk Safeguarding Children Partnership](#) procedures
- [Norfolk Safeguarding Children Partnership Protocol : Allegations Against Persons who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (October 2015).
- ['What to do if you're worried a child is being abused'](#), DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#), DfE (July 2018)

- ['The Prevent duty: Departmental advice for schools and childcare providers'](#), DfE (June 2015)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- [Sexual violence and sexual harassment between children in schools and colleges'](#), DfE (May 2018)
- ['Teaching online safety in school'](#) DfE (June 2019)

Appendix 1

**Poringland Primary School and Nursery
Recording Form for Safeguarding Concerns**



Staff, volunteers and regular visitors are required to complete this form and pass it to Mr Dean, Mr Walker, Mrs Dewing or Miss Whittington if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Time & date of incident:	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	
Position:	
Your signature:	
Time form completed:	
Date:	

Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

PSA

Guidance
Adviser

Other

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

e.g. School to instigate a Family Support Process, assessment by Children's Advice and Duty Service (CADS)

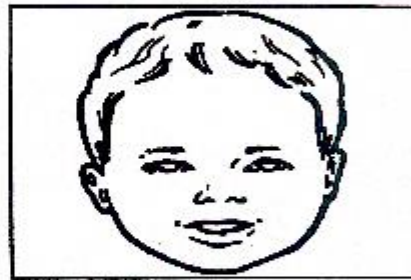
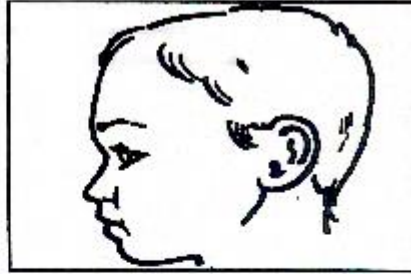
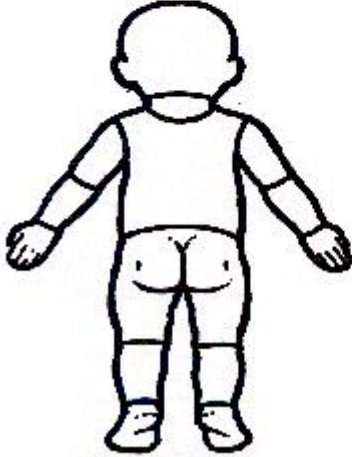
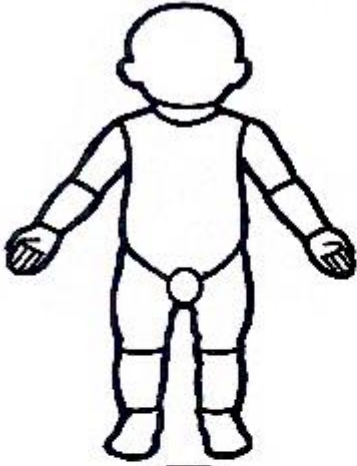
Full name:

DSL Signature:

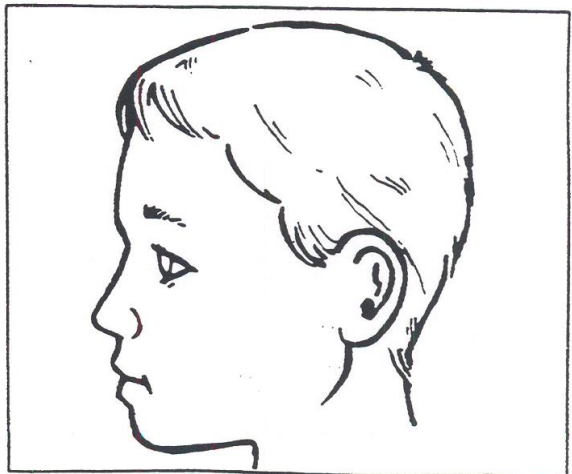
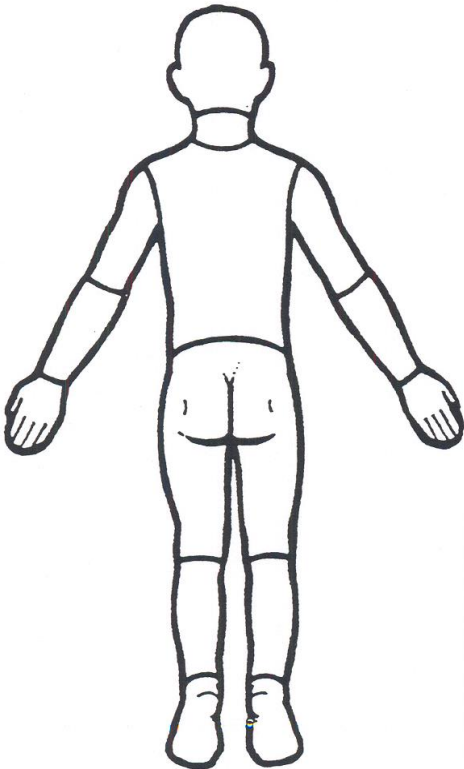
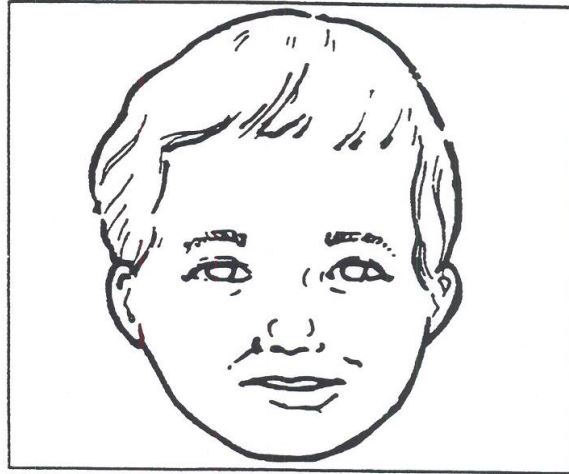
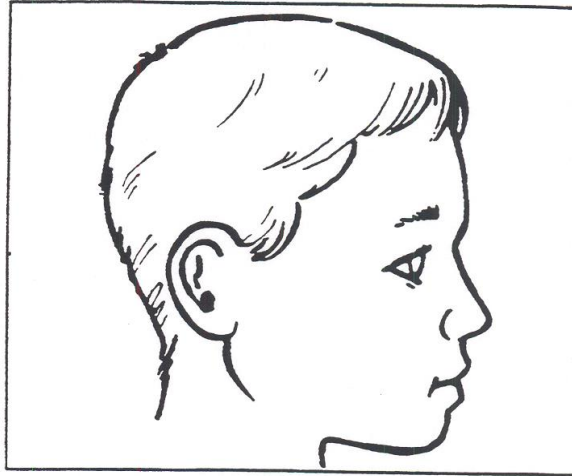
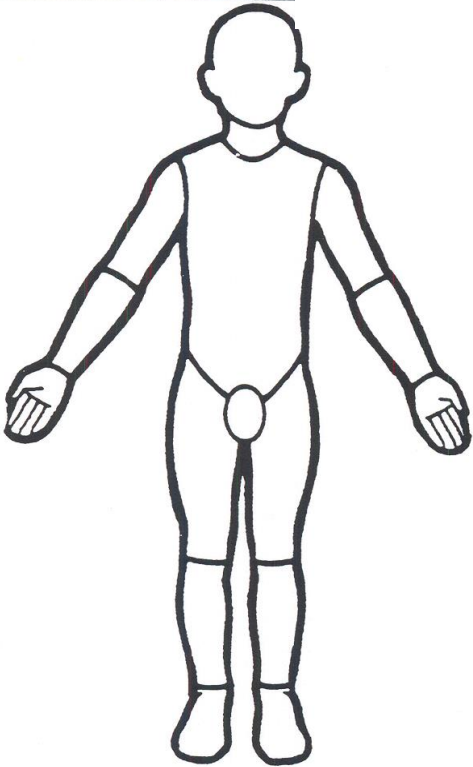
Date:

Body Map

Young Child



Older Child





Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from every classroom, the staffroom noticeboard, the school office, or the DSL. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Duty Desk on 01603 307797. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The people you should talk to in school are:
Designated Safeguarding Lead (DSL): Matt Walker
Deputy Designated Lead: Pete Dean, Liz Dewing and Jo Whittington
Chair of Governing Body: Janette Johns

At Poringland Primary School and Nursery, we strive to safeguard and promote the welfare of all of our children.

Appendix 3: Local Safeguarding Procedures

Children's Advice and Duty Service- CADS

Before contacting CADS, please answer the following questions and follow the advice provided:

Can you evidence that the child is experiencing or likely to suffer significant harm?

Do you have the consent of the parents/young person to make contact with CADS or have you informed them of your intention to do so?

Have you discussed the child's needs with your agency safeguarding lead or your line manager?

Gather all the family's details including dates of birth, current address, current

Have you considered setting up an FSP or

Speak to the parents and the child about your worries and discuss with them how your agency can help and support the child and family. You could carry out an FSP, an Early Help Assessment or seek Early Help support. Follow the Early Help guidance on the NSCB website to support you in this process.

Call CADS on the professionals only phone line. This number can be found in the staffroom. Have a discussion with a Consultant Social Worker. A copy of the discussion will be securely emailed or posted to you. Follow the advice given by the Consultant social worker. Keep a record for your own agency's safeguarding recording process

NB: The contact number for parents, carers and members of the public is 0344 800 8020.

Where you have carried out an Early Help Assessment and Plan which has been reviewed and amended as required - and the child's needs are not being met or in fact have increased, gather the information requested

Appendix 4: Advice

for schools, colleges and alternative education providers

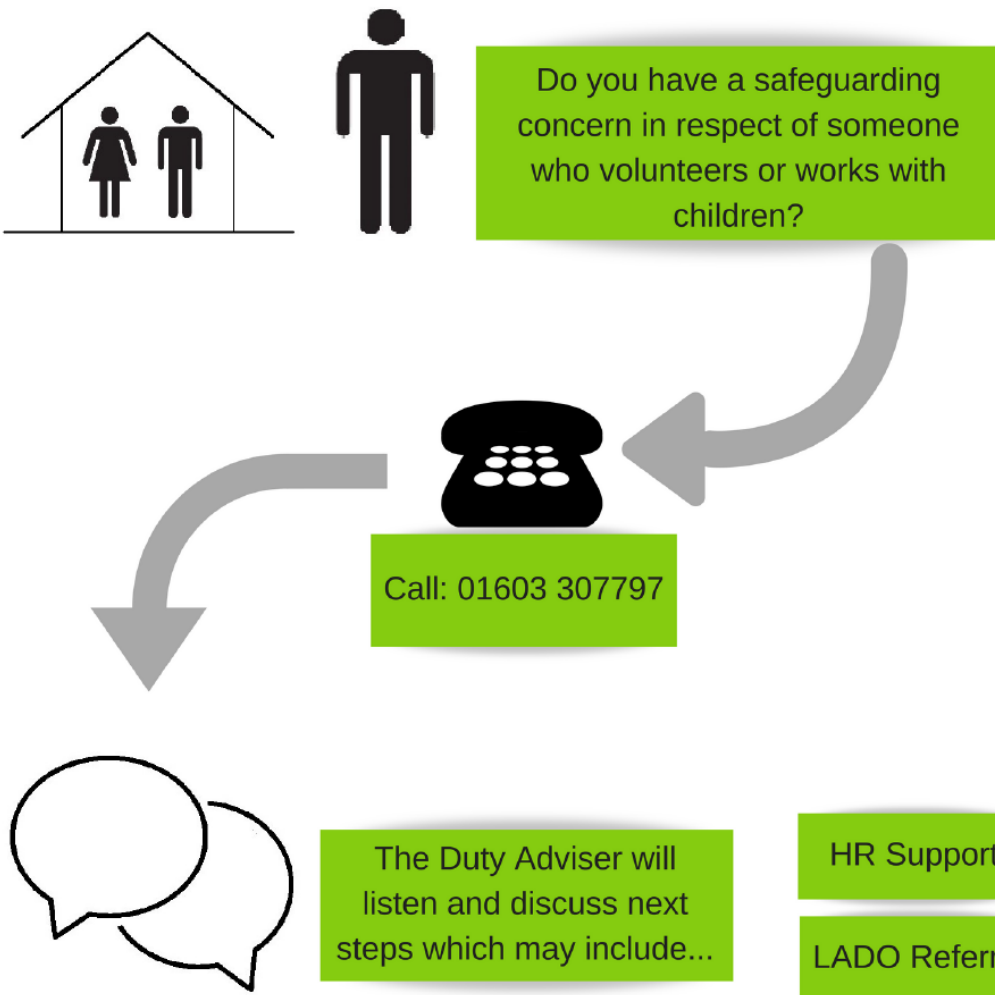
where there are concerns about

at an adult who works within the setting.

Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

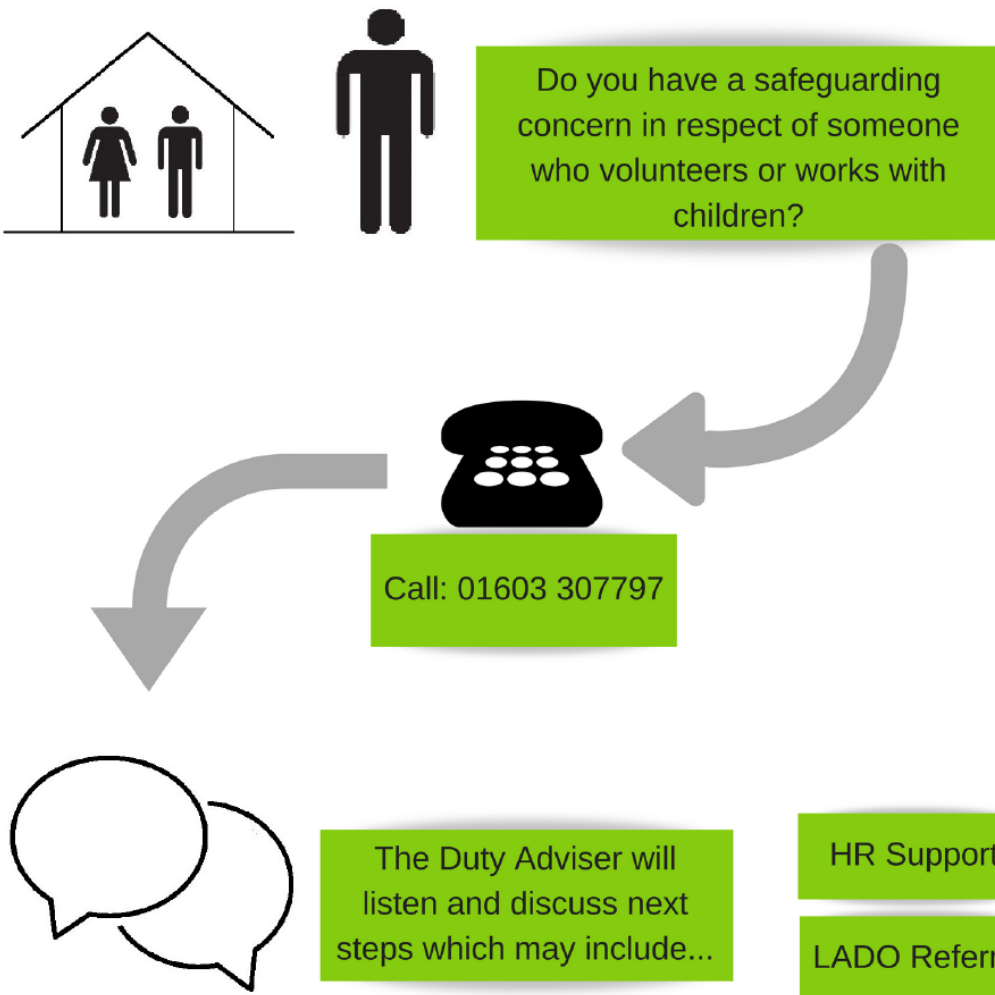
Duty Desk



Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



Appendix 4: Arrangements for Safeguarding and Child Protection during COVID- 19

1. Aims

- 1.1 Poringland Primary School and Nursery has an effective child protection policy in place reflecting business as usual.
- 1.2 From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open to provide care for a limited number of children; children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.
- 1.3 From 1st June 2020 the DfE's expectation is for schools to begin welcoming back more children from nominated year groups. Whilst the ages and number of children returning will vary from institution to institution, the safeguarding principles to protect those children from harm and abuse will remain the same.
- 1.4 It is crucial that all staff and volunteers understand the continued importance of acting immediately on any safeguarding concerns that arise. The key principles of our approach to safeguarding and promoting the welfare of children and young people at our school remain the same. This guidance has been developed to give clear direction to staff, volunteers, visitors and parents about our safeguarding procedures in light of the current national and local situation. This appendix should be read in conjunction with the whole school safeguarding policy and not as a standalone document. Unless otherwise stated within this guidance, our normal safeguarding procedures should be adhered to.
- 1.5 This document serves as a COVID-19 annex/addendum to review and reflects how we have adapted our provision to meet the current circumstances.

2. DSL Cover

- 2.1 Our DSL is the Deputy Headteacher, Matt Walker. Our Alternative DSLs are Pete Dean, Liz Dewing and Jo Whittington. We aim to have a trained DSL on site at all times. Where this is not possible, we will ensure that DSL cover will be available via telephone.
- 2.2 DSLs can access the majority of Child Protection records from home via CPOMs. A small number of historic files are held in school.
- 2.3 Where a trained DSL or deputy is not on site, a senior leader will take responsibility for co-ordinating safeguarding arrangements in place on-site. This might include updating and managing access to child protection/ our online safeguarding management information system, liaising with the off-site DSL (and/or deputy) and, as necessary, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.
- 2.4 We will ensure that all staff and volunteers know how to contact and have access to advice from a trained DSL (or deputy). Each day, staff will be made aware of who that person is and how to contact them.
- 2.5 We will continue to work in partnership with children, parents and other agencies to safeguard and promote the welfare of children. Our DSLs will keep up to date with the latest [Norfolk](#)

[Safeguarding Children Partnership advice](#) and guidance from the [LA](#). Our DSLs will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely in line with the NSCP guidance on attending and contributing to [child protection conferences](#) and [Developing Child Protection Plans](#).

- 2.6 In line with the Department for Education guidance, for the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

3. Vulnerable Children

- 3.1 Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans. A list of these children (Vulnerable Children List 1) has been compiled, together with the contact details for their named social workers, and has been shared with all staff via the School Closure Drive.
- 3.2 We will risk assess the needs of all pupils with an EHC plan in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. In line with Government guidance, we appreciate that many children and young people with EHC plans can safely remain at home.
- 3.3 Local authorities have the key day-to-day responsibility for delivery of children's social care. Our DSLs will work with and support children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children. Children's Services will continue to work with vulnerable children in this difficult period and should support these children to access this provision.
- 3.4 There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. The DSL or alternative DSL will make regular contact with these children and their families, and will plan an appropriate package of support, including, where appropriate, the attendance of these children at school.
- 3.5 In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school staff will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID-19, school staff and/or the child's allocated social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.
- 3.6 Together with teaching staff, the DSL has compiled a second list of children (Vulnerable Children List 2) has been compiled for a number of reasons (e.g. historical involvement of Children's Services; poor physical/mental health of child or family members; history of exclusion or behaviour issues; low attendance; SEND, etc.) This list has been shared with all staff via the School Closure Drive. Where appropriate, the school has the flexibility to offer a place to children on this list.
- 3.7 School staff (teachers or teaching assistants) will make regular contact with these families, in order to signpost them to appropriate support. A record of all correspondence will be kept on CPOMs.

3.8 The school is using Tapestry and Google Classrooms to set work and communicate with parents/carers and pupils. Where a teacher is concerned about low engagement of pupils, contact will be made to check on the wellbeing of the child and their family.

4. Attendance

4.1 In line with the DfE guidance, '[Recording the attendance in the school attendance register during the coronavirus outbreak](#)', we will resume taking an attendance register using the appropriate codes to [record attendance and absence](#) in the attendance register. We will submit daily attendance figures to the DfE using the [educational setting status form](#) by midday every day.

4.2 Our DSLs will continue to liaise with allocated social workers and will agree with parents/carers whether children in need should be attending school. School staff will then follow up on any pupil that we were expecting to attend, who does not, in line with our usual attendance procedures. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

4.3 In all circumstances where a vulnerable child does not take up their place at school, or fails to attend as expected, school staff will notify the child's allocated social worker and agree a plan to contact the family.

4.4 To enable us to effectively support the attendance of all children, we will ask parents/carers to confirm that emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

4.5 The DfE has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

5. Reporting Concerns

5.1 The principles for responding to safeguarding concerns as outlined in main body of the safeguarding policy still apply. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.2 As more children return to school, staff are reminded of the need to report any concern immediately and without delay in line with our usual procedures. This will include identifying new safeguarding concerns about individual children as they see them in person following partial school closures. We will also continue to support pupils who are not attending or expected to attend and consider the vulnerability of these children and families.

5.3 It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk including at risk from peer on peer abuse and exploitation. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care and as required the police.

5.4 All staff have access to the CPOMS system whether working at school or remotely. Staff can complete and submit a disclosure form remotely and can receive any relevant information by colleagues or DSLs.

- 5.5 Staff are also reminded of the need to adhere to our Staff Code of Conduct and safer working practice [guidance](#). Staff should continue to report any concerns they have about adults who are working with children in line with Section 12 of the safeguarding policy.

6. Staff Training

- 6.1 All existing staff will already have had safeguarding training and have read part 1 of Keeping Children Safe in Education.
- 6.2 In the event that new staff are recruited, they will continue to be provided with a safeguarding induction.
- 6.3 In the event of collaboration with other schools and colleges (on a temporary basis in response to COVID-19), the receiving school or college should judge, on a case-by-case basis, the level of safeguarding induction required. The receiving school or college should continue to provide a safe environment, keep children safe and ensure staff have been appropriately checked and risk assessments carried out as required.

7. Children moving schools

- 7.1 It will be important for any school or college whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable.
- 7.2 For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case, Senior Leaders should take responsibility.
- 7.3 Whilst it is important to have appropriate regard to data protection and GDPR, the school will continue to share information for the purposes of keeping children safe.

8. Staff Recruitment and Volunteers

- 8.1 The school should continue to follow the relevant safer recruitment processes.
- 8.2 It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow our safer recruitment and selection policy, the procedures outlined in Section 10 of the safeguarding policy and Part 3 of Keeping Children Safe in Education (2019).
- 8.3 In circumstances where we continue to use volunteers in our school, we will continue to follow the checking and risk assessment processes as set out in the Recruitment Policy. Under no

circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

- 8.4 If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. This means that we will risk assess the movement of staff and seek written assurances from the current employer that the individual has undergone all the safer recruitment required checks as set out in Part 3 of KCSIE and there are no concerns about their suitability to work with children.
- 8.5 We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult in accordance with 'Keeping Children Safe in Education' (2019). We will also continue to make referrals to the Teaching Regulation Agency (TRA) in line with statutory guidance and understand that during the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk.
- 8.6 Whilst acknowledging the challenge of the current environment, we understand that it is essential from a safeguarding perspective that, on any given day, we are aware of which staff/volunteers will be in the school, and that appropriate checks have been carried out. We will continue to keep the single central record (SCR) up to date and use this as a means to log everyone that will be working or volunteering in our school or college on any given day, including any staff who may be on loan from other institutions. The SCR will also be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

9. Mental Health

- 9.1 We recognise that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. As more children return to school, we will ensure appropriate support is in place for them.
- 9.2 We will ensure that staff understand that mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. DSLs will make reference to the DfE guidance [Mental health and behaviour in schools](#) to help identify children who might need additional support, and to put this support in place.

10. Online Safety

- 10.1 We recognise that it is more important than ever that we provide a safe environment for pupils including online. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online via our IT systems and/or recommended resources.
- 10.2 The safety of pupils when they are asked to work online is of paramount importance. The same principles as set out our staff code of conduct must be applied to all online teaching. All staff should ensure that they have read the staff code of conduct, associated [safer working practice guidance](#) and DfE guidance '[Safeguarding and remote education during coronavirus \(COVID-19\)](#)' and are clear about the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media.
- 10.3 We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

- 10.4 We will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes to key school staff, we will also signpost children to age appropriate practical support from external organisations such as:
- [Childline](#) - for support
 - [UK Safer Internet Centre](#) - to report and remove harmful online content
 - [CEOP](#) - for advice on making a report about online abuse
- 10.5 We will also communicate with parents to reinforce the importance of children being safe online. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access as well as who from the school or college (if anyone) their child is going to be interacting with online.
- 10.6 Where parents and carers choose to supplement the school's online offer with support from online companies and in some cases individual tutors, we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.
- 10.7 We will signpost parents and carers to advice what will help them keep their children safe online including:
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online.
 - [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
 - [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
 - [Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
 - [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
 - [Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
 - [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation.
- 10.8 [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.
- 10.9 Further resources and weblinks are available on the school website:
<http://www.poringlandprimary.co.uk/home-learning/>

11. Working Practices for Staff and Video Conferencing

- 11.1 It is important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:
- communicate within school hours as much as possible;
 - communicate through the school channels approved by the senior leadership team;
 - use school email accounts (not personal ones);
 - if using personal phones to contact parents/carers, wherever possible, staff should withhold their number.
- 11.2 There is no expectation that teachers should live stream or provide pre-recorded videos. Children can only participate in Video Conferencing if the staff is in receipt of written consent for parents. Staff should plan, prepare and manage any video conferences in line with Staff Guidelines and Rules for Responsible Video-Conferencing (se Computing and E-Safety Policy and Addendum).
- 11.3 If Video Conferencing is used, teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

12. Data Protection

- 12.1 Staff should continue to follow school policy when managing personal data and may need to consider:
- taking care not to share contact details when emailing multiple people;
 - being careful when sharing usernames and other personal data for access to online resources ;
 - providing access to school data systems safely.

13. Review

- 13.1 This addendum will be reviewed on an ongoing basis, according to changes in guidance from the government.