

Newport Infant School

Child Protection and Safeguarding Policy

Commitment to review

This policy will be flexible to change and will be reviewed on an ongoing basis to reflect where there are any changes in government legislation or any changes in the duty of statutory agencies in child protection and/or the wider safeguarding agenda. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on yearly basis by a named person responsible below, who shall be accountable for that action.

Date published by Telford and Wrekin Safeguarding Partnership	20 August 2020
Date of Policy Creation/Last Review	7 September 2020
Policy Lead	Chris Pierce
Date of Policy Adoption by Governing Body	October 2020
Frequency of Review	Annually
Next Review Date	3 September 2021
Policy Category	Safeguarding

CONTENTS **Page No**

Summary and Aims **3**

Part One: Safeguarding Information **4**

Part Two: Management of Safeguarding **25**

Part Three: Safer Recruitment **35**

Annexe A: Role of the Designated Safeguarding Lead **37**

Summary & Aims

Newport Infant School will have regard for the statutory guidance from the Department for Education (DfE) issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. This policy has been developed in line with legal obligations, including, where applicable, the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty.

Newport Infant School will adhere to the statutory guidance Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2020 (KCSIE). We will follow the DfE of What to do if you are Worried a Child is Being Abused - Advice for Practitioners. We recognise the NSPCC website also provides use additional information on abuse and neglect and what to look out for.
Please refer to our Addendum: COVID-19 arrangements for Safeguarding and Child Protection during the coronavirus.

All child protection matters will be dealt with in line with the arrangements of Telford and Wrekin Safeguarding Partnership (TWSP) and West Midlands Child Protection and Safeguarding Procedures or, if relevant, the safeguarding partnership area children reside in or is under the care of.

This policy replaces the previous policy of September 2019. Newport Infant School has duty of care to all staff, pupils and their families. The safety and protection of all children is of paramount importance to all those involved in education. The aim of the Newport Infant School policy is to make all within the school feel safe, promote their welfare and have clear roles and responsibilities in place for that to happen. We are committed to inter-agency working to keep children safe. All of the school community believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

The governing body will ensure that **all staff** have read at least part one of KCSIE and those working with children will also read Annex A of KCSIE. All members of the governing body and the Designated Safeguarding Lead (DSL) and their deputies will read all parts of KCSIE. We will maintain a record of this. The school recognises that best practice would be for all staff to be acquainted with all parts of KCSIE.

Our policy will be published on our school/college website for all to view.

Part One: Safeguarding Information

Our approach to safeguarding

The staff at Newport Infant School are an important part of the wider safeguarding system for its pupils.

At Newport Infant School it is everyone's responsibility to safeguard and promote the welfare of children, this includes everyone who comes into contact with children and their families. Everyone will consider, at all times, what is in the best interest for the child and ensure their practice is child-centred.

For the purpose of this policy, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

No one in the school will manage concerns about a child in insolation. **Everyone** will identify concerns, share information and take prompt action.

The role of school staff

Our staff will identify concerns early, provide help for children, and prevent concerns from escalating. They will provide a safe environment in which children can learn.

Newport Infant School is committed to identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.

The designated safeguarding lead (DSL) for school/college is: Chris Pierce

Their deputies are: Emma Robson, Emily Russell, Angie Risbridger

The governor with responsibility for safeguarding is: Jacqueline Lewis

The DSL and their deputies role is to advise on safeguarding concerns, support others to carry out their safeguarding duties and liaise with other agencies.

All teachers, including the Headteacher in accordance with the Teachers' Standards 2012 will safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.

Staff training and induction

All staff will receive an induction so they are aware of the safeguarding systems in the school. They will receive appropriate safeguarding and child protection training to provide them with relevant skills and knowledge to safeguard children effectively.

At Newport Infant School staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Early help

Newport Infant School believe that **any** child may benefit from early help and we ensure that all staff are alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is 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 at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care, and
- is a privately fostered child.

Abuse and neglect

At Newport Infant School all staff are trained on the indicators of abuse and neglect to help them to identify children who may be in need of help or protection. We believe that abuse, neglect and safeguarding issues are rarely stand-alone events. All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies will consider whether children are at risk of abuse or exploitation in situations outside their families.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The fabrication or induction of illness (FII) in children is a relatively rare form of child abuse. Where concerns exist about FII, it requires professionals to work together, evaluating all the available

evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information'. Newport Infant School will adopt the guidance Safeguarding children in whom illness is fabricated or induced and TWSP FII Best Practice Guidance.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

At Newport Infant School all staff are trained on safeguarding issues that can put children at risk of harm.

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

Newport Infant School recognises both CSE and CCE are forms of abuse. They both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be

due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as

increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late, and
- children who regularly miss school or education or do not take part in education.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends, and
- children who suffer from sexually transmitted infections or become pregnant.
-

We will follow the DfE Child sexual exploitation: guide for practitioners.

If we feel that children may be being abused through exploitation we will consult in the normal way with the relevant local authority social care team to seek advice. In Telford & Wrekin we will consider whether the incident follows a CSE Care Support Pathway. The concerns will be followed through sensitively and appropriately with fellow professionals and the CATE Referral Form will be completed. In relation to the fortnightly CATE Risk Panels, where concerns are expressed around a child attending our school, we will ensure attendance whenever possible as part of the established multi-agency process. Alongside this we have taken the same steps and made all staff aware of the TWSP CSE Warning Signs Checklist. Due to the high number of reports in our borough, we will be particularly alert to the CSE and CCE.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to

be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

We recognise one of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. In these circumstances the DSL will consider a referral to the National Referral Mechanism. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will also be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation, such as CLIMB.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and/or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones;
- excessive receipt of texts/phone calls and/or having multiple handsets;
- relationships with controlling/older individuals or groups;
- leaving home/care without explanation;
- suspicion of physical assault/unexplained injuries;
- parental concerns;
- carrying weapons;
- significant decline in school results/performance;
- gang association or isolation from peers or social networks, and
- self-harm or significant changes in emotional well-being.

We will consider the County Lines guidance published by the Home Office.

Peer on peer abuse

At Newport Infant School staff are trained to understand that children can abuse other children we refer to this as peer on peer abuse. Peer on peer abuse 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, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery), and
- initiation/hazing type violence and rituals.

Newport Infant School actively seeks to raise awareness of and prevent all forms of peer on peer abuse by:

- educating all governors, its senior leadership team, staff, students, and parents about this issue;

- educating children about the nature and prevalence of peer on peer abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via the curriculum;
- engaging parents on these issues;
- supporting the on-going welfare of the student body by drawing on multiple resources that prioritise student mental health, and by providing in-school counselling and therapy to address underlying mental health needs;
- working with governors, senior leadership team, and all staff, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community;
- creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-school culture;
- responding to cases of peer on peer abuse promptly and appropriately, and
- ensuring that all peer on peer abuse issues are fed back to the DSL and deputies so that they can spot and address any concerning trends and identify students who may be in need of additional support.

Newport Infant School actively engages with TWSP in relation to peer on peer abuse, and works closely with, for example, children's social care, the police and other schools. The relationships the school has built with these partners are essential to ensuring that the school is able to prevent, identify early, and appropriately handle cases of peer on peer abuse. The DSL (or deputy) will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

Newport Infant School recognises that any child can be vulnerable to peer on peer abuse due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- peer on peer abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer on peer abuse is unacceptable and will be taken seriously;
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and
- some children may be more likely to experience peer on peer abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

The response to peer on peer abuse, including reports of sexual violence or sexual harassment

We will undertake pre-planning, training for staff and implement an effective peer on peer abuse policy to help us develop the foundation for a calm, considered and appropriate response to any reports.

School will always reassure victims that they are being taken seriously and that they will be supported and kept safe. We will never give a victim the impression that they are creating a problem by reporting peer on peer abuse, including sexual violence or sexual harassment. Nor will we make a victim feel ashamed for making a report.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL (or deputy) without delay.

The DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

All staff, especially the DSL (or deputy) will give immediate consideration as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). If any

of the children involved has SEND the DSL will liaise with the SENCO to assist in the management of the report.

Where any concern(s) or allegation(s) indicate(s) that indecent images of a child or children may have been shared online, the DSL will consider what urgent action can be taken, this may include seeking specialist help, such as advice from The Internet Watch Foundation and the police in preventing the images spreading further and removing the images from the internet.

The DSL (or deputy) will use their professional judgement to: (a) assess the nature and seriousness of the alleged behaviour, and (b) determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required.

In borderline cases the DSL (or deputy) may consult with Family Connect, and/or other relevant agencies on a no-names basis (where possible) to determine the most appropriate response.

Where the DSL (or deputy) considers or suspects that the alleged behaviour in question might be abusive or violent on a spectrum or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL (or deputy) will contact Family Connect or the local social care team for the child and/or the police immediately and, in any event, within 24 hours of the DSL (or deputy) becoming aware of the alleged behaviour. The DSL (or deputy) will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

1. manage internally;
2. early help;
3. referral to children's social care; and
4. reporting to the police.

The School will always carry out a written safety plan/risk assessment in respect of:

- any child who is alleged to have behaved in a way that is considered to be abusive or violent;
- any child who has reportedly been abused or affected by the alleged abusive or violent behaviour by another child, or
- any child who may be at risk due to the alleged abusive or violent behaviour by another child as deemed appropriate by the DSL.

It may be appropriate to contact children's social care and/or police to assist in carrying out a safety plan. The DSL may use and consider the TWSP Sexually harmful behaviour - risk assessment tool.

Where other children have been identified as witnesses to alleged abuse or violence, consideration will also be given by the DSL (or deputy) to whether there might be any risks to those children, and whether a safety plan would be appropriate in relation to any risks presenting to them.

When responding to concern(s) or allegation(s) of peer on peer abuse, the school will:

- always consider carefully, in consultation with children's social care, the police and other relevant agencies (where they are involved), how to share information about the concern(s) or allegation(s) with the student(s) affected, their parents, staff, and other students and individuals;
- record the information that is necessary for the school and other relevant agencies (where they are involved) to respond to the concern(s) or allegation(s) and safeguard everyone involved;
- keep a record of the legal purpose for sharing the information with any third party, including relevant authorities, and ensure that the third party has agreed to handle the information securely and to only use it for the agreed legal purpose, and
- be mindful of and act in accordance with its safeguarding and data protection duties.

Newport Infant School will use the following guidance to assist in the managing of reports Sexual violence and sexual harassment between children in schools and colleges: advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads.

Where necessary for effective safeguarding we will utilise/seek resources and seek support from established sources. We will consider and in some cases access the Peer on peer abuse toolkit to assist in our decision making and will also consider the Brook traffic light tool.

In relation to sexting, also known as youth produced sexual imagery, this school will where necessary consult with guidance produced by The UK Council for Child Internet Safety (UKCCIS) Education Group Sexting in Schools and Colleges and DfE guidance Searching, screening and confiscation. The DSL (or deputy) will take the lead on these issues.

Sexual violence and sexual harassment between children

All those part of the Newport Infant School community believe that sexual violence and sexual harassment is not acceptable and will not be tolerated.

Newport Infant School understands that sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We recognise that children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. We will ensure that **all** victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBT children are at greater risk.

Newport Infant School will ensure that staff are aware of the importance of:

- sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys", and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence

Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. We refer to sexual violence as sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Newport Infant School believe that **consent** is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment Newport Infant School mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature, and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media;
    - sexual exploitation; coercion and threats; and
    - upskirting.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. Newport Infant School recognises 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Please refer to our policy and procedures with regard to peer on peer abuse

Serious violence

At Newport Infant School all staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Staff will be aware of the associated risks and understand the measures in place to manage these. We will follow the advice provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Mental Health

At Newport Infant School all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff will be made aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by speaking to the DSL or a deputy and recording their concern.

We will follow the DfE and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools.

Please refer to our Mental Health & Well-being policy.

Children and the court system

Newport Infant School recognises that sometimes children are required to give evidence in criminal courts, for crimes committed against them or for other crimes they have witnessed. We will follow the age appropriate guides to support children 5-11 year-olds and 12-17 year-olds.

Newport Infant School will follow these guides to ensure the correct process is followed and support and special measures are made available.

We understand that when child arrangements via the family courts are made following separation this can be a stressful and entrench conflict in families and can this can be stressful for children. We will follow the guidance of the Ministry of Justice in managing these situations.

Children missing from education

Where children have gone missing we will follow the Local Missing Children Process.

At Newport Infant school staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, including sexual abuse or exploitation and child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. We will use early help strategies if necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. As part of induction staff will be made aware of their school's unauthorised absence and children missing from education procedures.

Children with family members in prison

At Newport Infant School we recognise that children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will use the information from NICCO, to help mitigate negative consequences for those children.

Domestic abuse

Newport Infant School recognises domestic violence and abuse as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

We understand exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Newport Infant School will always liaise with agencies in a two-way process where domestic abuse and/or violence is a factor in a household. Children within our care will be supported where needed. We are part of the Operation ENCOMPASS process where domestic incidents are shared directly with us, so that we have an initial awareness. To this end, we will be part of any agency referral, in a two-way process, such as the Domestic Violence Multi-agency Risk Assessment Conference (MARAC) and Multi Agency Public Protection Arrangements (MAPPA) or any other named agencies where these specific issues are a factor that may impair and impact on children's development.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

We will use the following additional advice on identifying children who are affected by domestic abuse and how they can be helped:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

Homelessness

Newport Infant School understands that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. As appropriate, we will make referrals and/or hold discussions with the Local Housing Authority. However, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Newport Infant School staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

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

Newport Infant School recognise that so-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices, such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. We are aware of this dynamic and will consider additional risk factors when deciding what form of safeguarding action to take. Newport Infant School sees all forms of HBA as abuse (regardless of the motivation) and will handle and escalate as such. We will ensure the school community are alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or deputy). As appropriate, they will activate the local safeguarding

procedures by contacting Family Connect/local social care team for the child and if necessary the police.

FGM

Newport Infant School understand that FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

As a school we will follow the National FGM Centre Female Genital Mutilation: Guidance for schools.

FGM mandatory reporting duty for 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 along with regulated health and social care professionals 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. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with our DSL (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to those at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers will follow our local safeguarding procedures and report to Family Connect or the local social care team for the child. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

In respect of FGM we will adopt the local TWSP FGM Practice Guidelines and Resource Pack as part of safeguarding responsibilities and inform/educate our staff in this particular area.

Forced marriage

Newport Infant School understands that forcing a person into a marriage is a crime in England and Wales. We know that a forced marriage is one entered into without the full and free consent of one or both parties and 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We play an important role in safeguarding children from forced marriage.

We will follow the Forced Marriage Unit published statutory guidance and Multi-agency guidelines. Our staff can contact the Forced Marriage Unit if they need advice or information, contact: 020 7008 0151 or email fmu@fco.gov.uk

Preventing radicalisation

As a school we understand children are vulnerable to extremist ideology and radicalisation. Similar to our role in protecting children from other forms of harms and abuse, we will also protect children from this risk as part of our safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

We accept that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences, such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

Newport Infant School understand it is where possible our role to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, through appropriate training staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which must include reporting their concerns to the DSL (or deputy) who will consider making a Prevent referral.

The Prevent duty

Newport Infant School is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of our functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

We see The Prevent duty as part of our wider safeguarding obligation. Our DSL and deputies and other senior leaders are familiar with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76.

We will follow the published advice for schools on the Prevent duty.

We aim to ensure all staff have completed training on the Prevent duty.

Channel

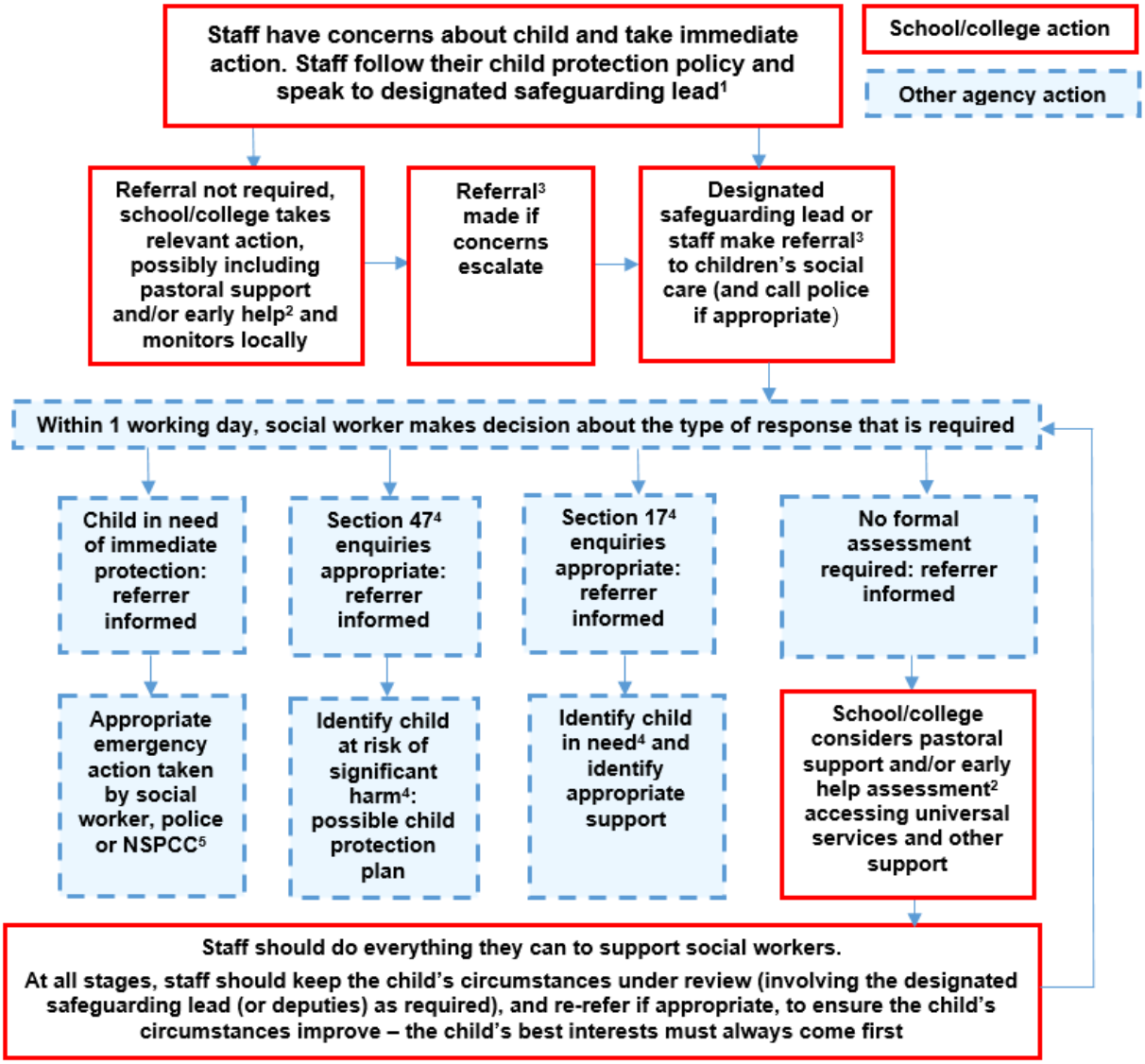
Newport Infant School recognise Channel as a confidential programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. We will refer to the relevant Channel programme if we are concerned that an individual might be vulnerable to radicalisation. We will always seek the individual's consent to do so. We will follow the Channel guidance.

If we feel children are being abused through extremism or being radicalised, we will consult directly with Family Connect or the local social care team for the child and the police PREVENT team, and seek advice. This is done with a PREVENT referral form (please see the flowchart). The PREVENT referral will be sent to Family Connect or the local social care team for the child and the police. As with all referrals this referral will be dealt with appropriately with professionals. If it is deemed from the PREVENT team that the intervention is not criminal and does not warrant a Channel Panel, but needs local support. We will work with those professional leads for Telford & Wrekin Council. Presently that is **Jas Bedesha**. Our policy also recognises that the local police can be contacted in imminent circumstances on 01386 591835/591825 or 591816 and at prevent@warwickshireandwestmercia.pnn.police.uk.

What to do if you have concerns about a child

Staff working at Newport Infant School maintain the attitude of **'it could happen here'** where safeguarding is concerned and will always act in the **best** interests of the child.

If staff have any **concerns** about a child's welfare, they must act on them immediately. The following flow chart sets out the process for staff when they have concerns about a child.



Where someone has a concern about the welfare of a child, they should speak to the DSL (or deputy). Options will then include;

- managing any support for the child internally via the school's own pastoral processes;
- an early help assessment; or
- a referral for statutory services, for example, as the child is in need or suffering or likely to suffer significant harm. This will involve contacting Family Connect or the local social care team for the child.

NPCC- When to call the police will be considered by the DSL to help them understand when they should consider calling the police and what to expect when they do.

All referrals to the local social team must be followed up in writing using the social care team's relevant referral/request forms. For referrals in Telford & Wrekin we will use the Request for service form.

If in exceptional circumstances, the DSL or a deputy is not available, the person who has the concern should speak to a member of the senior leadership team and/or take advice from Family Connect or the local social care team for the child. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Referral agencies

Telford & Wrekin social care team **Family Connect** **01952 385385** **Out of Hours** **01952 676500**	**Shropshire social care team** **First Point of Contact** **0345 678 9021** **Out of Hours** **0345 6789040**	**Staffordshire social care team** **First Response** **0800 1313 126** **Out of Hours** **0345 604 2886 or 07815 492613**	**Wolverhampton social care team** **Safeguarding Service** **01902 555392** **Out of Hours** **01902 552999**
If you think a child is in immediate danger, **call the police on 999**			
Childline **0800 1111**	**NSPCC** **0800 800 5000**	**Protecting Vulnerable People (West Mercia Police): 0300 333 3000**	

Immediate response to a child or parent

Staff will follow effective safeguarding practice which includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the DSL or children's social care) to discuss next steps. Staff will only share the report with those people who are necessary in order to progress it. It

is important that the victim understands what the next steps will be and who the report will be passed to;

- recognising a child is likely to disclose to someone they trust: this could be **anyone** on the school/college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc or TED 'tell me', 'explain to me' and 'describe';
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. We are aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, we will be aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable;
- if possible, managing reports with two members of staff present, (preferably one of them being the DSL or a deputy). However, this might not always be possible, and
- informing the DSL (or deputy), as soon as practically possible, if the DSL (or deputy) is not involved in the initial report.

If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised.

We will never allow fears about sharing information to stand in the way of the need to promote the welfare, and protect the safety of children. We expect **concerns that arise in a morning will be reported to the DSL (or deputies) by lunchtime that day**. **Concerns that arise in an afternoon should be reported by or as close to the end of the school day**. Any concerns arising outside of the normal school day should be reported as quickly as possible. If in doubt concerned parties should talk with the DSL (or deputy). **Delay is unacceptable**.

Where a child is suffering, or is likely to suffer from harm, we will make a referral to children's social care (and if appropriate the police) immediately.

The school role is to refer the information received and **under no circumstances** become the investigator.

We will work appropriately with each child, their family and other agencies to protect in all cases the welfare of the child. We will work in partnership and fulfil the ethos and abide by the principles of the Telford and Wrekin threshold guidance or the threshold guidance for the local social care team for the child.

Staff working at this school may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases will be kept under constant review and consideration given to a referral to children's social care assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Staff working at this school will also be made aware of the process for making referrals to children's social care and statutory assessments under the Children Act 1989, especially **section 17 (children in need)** and **section 47 (a child suffering, or likely to suffer, significant harm)** that may follow a referral, along with the role they might be expected to play in such assessments.

A **child in need** is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a **child is suffering, or is likely to suffer, significant harm**. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Where there are visible injuries all staff should record these on a body map diagram and describe them the best they can. We will assume good evidential practice to get two persons involved who have seen the injury and can account for it on the body map, then immediately follow up with a referral as described above.

Under **no** circumstances will staff photograph injuries seen on children. School staff are not expert witnesses. If the concern is around non-accidental injury then that is a matter that requires immediate attention on the day resulting in an appropriate referral to Family Connect or the local social care team for the child. Those professionals will control the process of photographic evidence gathering underway and assessment.

For staff to interpret any concerns this school will assess each incident as it appears. In respect of assessing any bruising to a child this school will refer to the Bruising of Children guidance produced by the TWSP to assist their decision making.

Prior to any education visit, a risk assessment will be completed to consider if the DSL (or a deputy) needs to be present. We will always consider how quickly a DSL can respond to a safeguarding issue if they are not present. Where safeguarding concerns are raised during an educational visit the DSL (or deputy) must be notified without delay, even if they are not physically present at the site of the educational visit. They will liaise with the person responsible for the education visit to manage the concern and refer to the relevant agencies.

The role of the local authority

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to Newport Infant School as the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services;
- further specialist assessments are required to help the local authority to decide what further action to take, and
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer will, even if they are not the DSL (or deputy), follow up if this information if it is not forthcoming.

If, after a referral, the child's situation does not appear to be improving, school will consider following TWSP local escalation procedures or those for the safeguarding partnership for the child to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing using the school electronic recording system. If in doubt about recording requirements, staff will discuss with DSL (or deputy).

Anyone who has a concern or received a disclosure should follow these recording principles:

- record the date, time, place and context of disclosure or concern, recording facts and who you shared them with;
- record where you spoke with the child or parent and personal safety details, such as 'I discussed the incident with the child in the Headteacher's office with the door open' or justify if it were closed, but naming those who you told this to be the case. If alone, reason that rationale stating 'the child stated they would only confide in me if I was alone';
- if it is observation of bruising or an injury try to record detail, e.g. 'right arm, above elbow', 'bruise approximately 5cm in diameter noticed on back of lower right leg';
- note the non-verbal behaviour and the key words in the language used by the child or parent (try not to translate into 'proper terms' ensuring that you use the child or parent's own words). Body language should be noted and support any record of disclosure, and
- it is important to retain on file signed original handwritten notes and pass them on to the DSL (or deputy) who may ask you to complete a written referral to children's social care.

Newport Infant School has adopted guidance from TWSP Workbook for Designated Safeguarding Leads and Governors with responsibility for safeguarding, incorporating: Advice note on Child Protection record keeping.

We note down concerns on a Cause for Concern form. Concerns are stored chronologically, electronically for that child.

This school has adopted an electronically maintained recording system called Child Protection Online Management System (CPOMS). The CPOMS system is a totally secure system of record keeping which enables us to quickly encapsulate a child journey with us. We will ensure that a restricted number of staff will have full access to this system as named key holders. If concerns have been logged by staff via this process it should not be presumed that this is an instant notification that has been seen immediately. If appropriate the issue should not assume anything and a verbal conversation should also take place if needed for clarification.

What to do if you have safeguarding concerns about another staff member who may pose a risk of harm to children

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the Headteacher or Deputy Headteacher;
- where there are concerns/allegations about the Headteacher, this should be referred to the chair of governors; and

Any concerns including allegations that may meet the harms test will be addressed as set out in Part four of KCSIE. We will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

The LADO for Telford & Wrekin Council **Glenn Ashbrooke** will be informed of all allegations that come to our attention and appear to the meet the criteria set out in Working Together to Safeguarding Children 2018 and part four of KCSIE, so he can consult police and children's social care services as appropriate.

This school believes that those who work within our community are in positions of trust and as such codes of conduct are based on the underlying principle that the highest standards are expected from all. In line with KCSIE a separate code of conduct policy will be adapted by this setting for staff and governors.

Guidance for safer working practice for those working with children and young people in educational settings produced by the Safer Recruitment Consortium, provides excellent guidance on the expected standards of all those that work with children. We will make all those in the school community aware of its existence and this will work alongside the separate code of conduct mentioned above and any established human resources processes currently in place.

To help avoid potential allegations and for the safety and welfare of pupils and the protection of staff, we will make classrooms highly visible places whereby easy viewing is possible. The masking of windows is forbidden and as such treated as a safeguarding issue for the protection of all. There may be exceptional circumstances where masking of classrooms is needed and justified, for example, for the teaching of drama, in these cases the Headteacher will make a judgement on a case by case basis being appropriate, balanced and proportionate.

Please see our procedure for managing safeguarding concerns, or allegations against staff (including supply staff and volunteers).

What to do if you are concerned about another safeguarding practices in the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in Newport Infant School safeguarding regime and know that such concerns will be taken seriously by our senior leadership team.

Please refer to our Whistleblowing procedures.

Where staff feel that they cannot report a concern through the above channels general guidance can be found at Advice on whistleblowing. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email help@nspcc.org.uk

Part Two: The management of safeguarding

The **designated governor** with responsibility for safeguarding is **Jacqueline Lewis**. They have attended TWSP safeguarding governor training. All governors have complete child protection and safeguarding training.

Newport Infant School governing body are committed to working together to create and maintain a safe learning environment for the children and young people attending this setting. We will ensure that policies and procedures in place allow for suitable action to be taken in a timely manner to safeguarding and promote children's welfare.

All staff and governor meetings will have child protection and safeguarding as an agenda item on them; this is testament to our school making these priority areas and at the forefront of our minds.

The school premises are safe and the grounds are not open to unwanted intruders.

We will ensure that suitable arrangements are in place to provide access for all staff to access safeguarding supervision.

The Designated Safeguarding Lead (DSL)

Newport Infant School governing body has appointed **Chris Pierce** to be the DSL of this school and **Emma Robson, Emily Russell and Angie Risbridger** to be their deputies. We will set out their responsibilities in their job descriptions.

Chris Pierce will take ultimate responsibility for safeguarding and child protection at school as the DSL.

The DSL and any deputies will liaise with TWSP and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL and/or a deputy will always be available (during our normal school hours, including weekends where appropriate) for the staff to discuss any safeguarding concerns with. During out of hours/out of term activities we will provide appropriate cover by ensuring the DSL and/or a deputy is available.

The DSL and any deputies will undergo two-day 'newly appointed designated safeguarding lead' training as recognised by TWSP to provide them with the knowledge and skills required to carry out the role. They will attend one-day 'designated safeguard lead refresher training' as recognised by TWSP every two years. In addition to their formal training as set out above, their knowledge and skills will be updated, for example, via Telford & Wrekin Council's Education Safeguarding e-bulletins, attending termly designated safeguarding lead refreshers and taking time to read and digest safeguarding developments, at regular intervals, and at least annually, to keep up with any developments relevant to their role. We aim to ensure at least one DSL and any deputies attend each termly update. All designated safeguarding leads and any deputies will disseminate training to all relevant staff and governors.

Multi-agency working

The school governing body and the DSL are familiar with the TWSP arrangements. They will engage with the TWSP as required. They will follow the Telford & Wrekin Threshold Guidance or the appropriate threshold guidance for where the child resides or for who is responsible for the child, to follow the local protocol for assessments. The governing body of Newport Infant School expect staff to work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes us providing a coordinated offer of early help when additional needs are identified by us or another agency. We will never restrict access for children's social care to conduct a section 17 or section 47 assessment.

Information sharing

Newport Infant School recognise that information is vital in identifying and tackling all forms of abuse and neglect. The governing body expect all staff to share information with practitioners and local agencies. We are committed to sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child already known to the local authority children's social care.

All child protection records are clearly marked as such and are kept securely locked on the premises within CPOMS, the nominated persons are responsible, accountable, documented and are identifiable within our school for total security at the setting. Also, procedures are in place when a member of staff leaves the setting or is on long term sick leave for their access to cease. Withdrawal of child protection records from the school by staff will be noted and signed for, as will files released to professionals.

The child protection file is a separate file to the educational records. It must be noted that if files are asked to be secured, both files are key elements in any processes for which they are needed. It is important that on releasing files they are signed for on release and on return.

Pupil record files must be kept until the individual reaches the age of 25 years or in certain circumstances later. At this point the file should be disposed of confidently.

In respect of files being released when requested by the Police under Section 29 of the Data Protection Act 2018 a form entitled 'Request to external organisation for the disclosure of personal data to the police-Under Schedule 2 Part 1 Paragraph 2 of the Data Protection Act 2018 and GDPR Article 6(1))d)' should accompany that release and a copy will be retained for our records. This school will also seek advice and adopt the Information sharing advice for safeguarding practitioners. If in any doubt we will seek advice from our **Data Protection Officer.** Upon releasing records the school will request ID Badges for release. If the Police are only after minimal data e.g. address or phone number, we will ensure we check the police ID and we will record what information was asked for and the name of the police officer requesting it. A permission form may not be required on these occasions.

No named statistics in relation to child protection are an important part of performance information. These maybe shared by the DSL with staff, other agencies or the governing body.

In our management of information sharing we will use the following:

- Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing;

- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful;
- The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department, and
- Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

When a child leaves the school, the DSL will ensure their child protection file is transferred to the new school or college as soon as possible (ideally within five working days of the child starting at their new school or college), ensuring secure transit, and confirmation of receipt will be obtained. As a school we will transfer the child protection file separately from the main pupil file. As a receiving school we will ensure key staff such as designated safeguarding leads and SENCOs, are aware as required. In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. The current host school in this process should **not** photocopy and retain child protection records as this is deemed from the Information Commissioners Office that this would contravene The Data Protection Act 2018, but rather produce a chronology to pass on with the child protection records and retain a copy of this chronology for themselves for audit purposes, this would be deemed as best practice.

All child protection records are reviewed half termly by the DSL (or deputy) and checked to be chronological, tidy, legible and factual in content. This should be undertaken each year, as records may sometimes be immediately required by professionals. Where reports are needed for child protection and safeguarding meetings these should include attendance figures.

Training

The governing body will ensure that all staff undergo face-to-face safeguarding and child protection training and online safety training at induction. We will update staff safeguarding and child protection training at a minimum every three years. All staff will receive training in managing sexual violence and sexual harassment. They will receive regular safeguarding and child protection and updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children. The governing body will be provided for staff to contribute to and shape our safeguarding arrangements and child protection policy.

Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. An effective approach to online safety empowers Newport Infant School to protect and educate the whole school community in our use of technology and we will work with our information technology partners to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

As a maintained school we adhere to The Corporate Information Security Policy (CISP) including Acceptable Use of Equipment and the Social Media Policy-Acceptable Use for Employees. We will make all aware of its existence and importance. Where appropriate, intervention will take place when anyone uses e-technology in an unacceptable fashion.

The governing body will carry out a risk assessment to determine what level of filtering and monitoring is required. We will ensure that appropriate filters and monitoring systems are in place through our appointed information technology (IT) services provider. This addresses and includes all online risk of harm, including risks posed by the online activity of extremist and terrorist groups. On occasions, unacceptable websites might be accessed inadvertently; if this occurs then this should be closed down immediately and logged and reported to Headteacher, DSL and to the IT services provider.

Please see our policy on the safe use of mobile technology in the school.

Newport Infant School recognises online safety is a major concern for all professionals'. For information and support staff will refer to the 'information and support' section of Annex C: Online safety KCSIE.

We will carry out regular reviews of online safety because technology in this area evolves and changes rapidly. This will help assure us that our online safety arrangements are effective.

If we ask children to learn online at home we will consider DfE guidance to ensure they do so safely: safeguarding-in-schools-colleges-and-other-providers and safeguarding-and-remote-education.

Newport Infant School takes seriously its duties to assist parents and help them with on line safeguarding resources. As such, we will make them aware of relevant support services, including those listed on page 106 of KCSIE.

Safe use of electronic devices

School/college name will ensure the safety and welfare of our children in our care. All personal electronic devices are not permitted within this setting, when in the presence of children.

Please see our policy on the use of electronic devices.

Opportunities to teach safeguarding

Newport Infant School will teach safeguarding, including online safety. We will do this through our Relationships and Sex Education.
We use our school values, our Golden Rules Bees and a superhero called Super Sue to promote all aspects of safeguarding with our pupils. Each of our values incorporates an element of our safeguarding curriculum and promotes pupil voice. Super Sue was designed by the children and is a visual prompt for all aspects of safeguarding, including on-line elements. These are integral to our ethos and are visible and embedded in daily practice. The computing policy includes digital literacy, which is taught regularly to all pupils as part of the curriculum offer.

Staff

All staff, supply staff, contractors and visitors, are informed of the name of the DSL and deputies and the school's procedures for protecting children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures.

Staff should not accept personal invitation visits to the homes of children unless permission or instruction has been sought from the Headteacher and it is viewed as a professional appointment, for example, supporting education welfare issues etc. This should be viewed on a case by case basis. To support this, guidance from the Department of Education (September 2010) states 'Meetings with pupils away from the school premises should only be arranged with the specified approval of the head teacher and the prior permission of the pupil in question'. We accept this guidance from the Department of Education (September 2010) stating that in the case of private meetings; 'Staff and volunteers should be aware that private meetings with individual pupils could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another pupil or adult should be present or nearby. Where conditions cannot apply, staff should ensure that another adult knows that the interview is taking place'.

Parents

Parents play an important role in protecting their children from abuse. Newport Infant School is required to consider the safety of the child and should a concern arise, professional advice may be sought prior to contacting parents. If deemed appropriate, parents will be contacted, and the school will continue to work with them to support the needs of their child. Consent from the parents will be sought, although in exceptional circumstances and with the best interests of the child being considered, this may be overridden.

Newport Infant School aims to help parents understand their responsibility for the welfare of all children, which includes their duty to refer cases to social care services and/or police in the interests of the child. The governing body will include a child protection statement in the school prospectus and all parents can view a copy of this policy.

Parents that have concerns regarding a member of staff can in the first instance raise those with the Headteacher. This may involve sharing those concerns with the relevant agencies. Where the parent has concerns regarding the Headteacher, the chair of governors should be consulted in the first instance.

Parents can liaise with Ofsted on such conduct issues or regulatory concerns, advice can be found on its website www.ofsted.gov.uk.

On occasions Ofsted may forward complaints that may raise a safeguarding concern about our school via Family Connect. In such instances we will work with all agencies within Family Connect to clearly respond to Ofsted on a case by case basis.

Parents/Carers can also access Ofsted Parent View which is an online survey questionnaire where parents can give their views. Where possible, this will be monitored regularly by the school/college to quickly address any concerns.

All complaints should be made via our school complaints procedures.

We will keep parents informed of all areas of safeguarding and child protection through the regular methods of communication.

Newport Infant School wish to make it clear to parents the standards, behaviour and respect we expect from them and conversely from us. If a parent's behaviour is a cause for concern, then we will ask them to leave the school premises. We wish to make it clear that in serious cases, the head teacher/local authority can/will notify parents in writing that their implied licence to be on the school premises is temporarily revoked, subject to any representations that the parent may wish to make. This school will give parents the opportunity to formally express their views on the decision to bar in writing and this will be reviewed via the complaints policy.

Schools are private places. We will therefore act to ensure they remain a safe place for all. The public has no automatic right of entry.

Newport Infant School expect parents to talk to us about any concerns they have about care and education provided by us in the first instance. We urge all parents not to express these concerns on social media platforms, at least not before sharing these concerns with us first.

Inspection

School recognises its responsibilities for safeguarding within the remit of Ofsted

Safer recruitment

The governing body is committed to preventing people who pose a risk of harm from working with children. We will adhere to all statutory responsibilities to check staff who with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

The governing body ensures that at least one of the persons who conducts an interview has completed safer recruitment training. These persons will complete the TWSP recommended Safer Recruitment Consortium training.

The following persons have completed safer recruitment training for this school:
Chris Pierce
Emma Robson
Emily Russell
Angie Risbridger

Please see our safer recruitment policy and procedures.

Children's wishes

The governing body and leaders of Newport Infant School, will ensure the children's wishes and feelings are taken into account when determining what action to take and what services to provide. The Headteacher and DSL will put systems in place to for children to express their views and give feedback. We will always operate with the **best** interests of the child at heart.

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

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

Local authorities should share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this information will be used by the DSL (or deputies) to inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children requiring mental health support

Newport Infant School recognises that we have an important role to play in supporting the mental health and wellbeing of our pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The governing body have put clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Please see our mental health and well-being policy.

Looked after children and previously looked after children

Newport Infant School recognises that the most common reason for children becoming looked after is as a result of abuse and/or neglect. All staff at our school have the knowledge and skills to keep looked after children safe. The DSL will hold the details of each child's social worker and the name of the virtual school head in the authority that looks after the child. They are responsible for ensuring all staff have the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents of those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

Newport Infant School recognises a previously looked after child potentially remains vulnerable.

When dealing with looked after children and previously looked after children we will work with all agencies to take prompt action where necessary to safeguard these children.

The designated teacher

The governing body appoint Chris Pierce as the designated teacher to work with the local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have

responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has appropriate training and relevant qualifications and experiences to fulfil this role.

Newport Infant School will follow the statutory guidance on The Roles and Responsibilities of the Designated Teacher.

Virtual school heads

As a maintained school, the designated teacher should works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher also works with the virtual school head to promote the educational achievement of previously looked after children.

We will follow the statutory guidance on Promoting the Education of Looked After Children.

Care leavers (post 16)

The DSL understands the ongoing responsibilities of local authorities to the young people who cease to be looked after and become care leavers. The DSL will hold details of the local authority Personal Advisor appointed to guide and support the care leaver, and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children who have special educational needs and/or disabilities (SEND)

Newport Infant School recognises that children who have SEND can face additional safeguarding challenges. We accept the additional barriers that can exist when recognising abuse and neglect of children in the group. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in overcoming these barriers.

To help address these additional challenges Newport Infant School we will provide extra pastoral support for children with SEND.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in Newport Infant School name to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be retrained to prevent violence or injury. 'Reasonable' in these circumstances means us 'using no more than is needed'. Our use of force my involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

We will always follow the advice for schools on the Use of Reasonable Force in Schools.

Newport Infant School believe that the adoption of a 'no contact' policy at our school could leave staff unable to fully support and protect our pupils and students. We will adopt a sensible approach allowing staff to make appropriate physical contact. The decision on whether to or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions, we will consider the risks carefully because we recognise the additional vulnerability of these groups. We will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

Newport Infant School will plan positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force. We will only use reasonable force where de-escalation processes have failed.

Poor or irregular attendance

Newport Infant School recognised figure for persistence absence is being less than 90%, although concerns may still be raised if above this. We will comply with the statutory guidance Children Missing Education.

In respect of this and at a local Telford & Wrekin Council level, we will require the behaviour and attendance lead to refer to use the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, policies and procedures for identifying pupils who are missing out on education and policies and procedures for pupils on a modified timetable (available from Telford & Wrekin Council, Access & Inclusion Team).

In addition to the above and where reasonably possible school will endeavour to hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give us additional options to make contact with a responsible adult when a child is missing education and poses a potential welfare/safeguarding concern.

Where a child is on a Child Protection Plan has been missing from school for two consecutive days we will notify the child's allocated social worker.

Children leaving school without permission

Where children leave the classroom or leave school grounds without permission, this is covered within our behaviour management policy and is also set against the backdrop of the legal framework of the Children Act 1989 s3 (5); 'Anyone who has care of a child without parental responsibility may do what is "*reasonable*" in all the circumstances to safeguard and promote the child's welfare. It is likely to be "*reasonable*" to inform the police, or children's services departments, and, if appropriate, their parents, of the child/young person's safety and whereabouts'.

However in principle, if a pupil runs out of class we will establish where he or she has gone. For avoidance of doubt and for all within and outside of the school, staff will not run after them but will seek additional support. It is advisable to keep a watchful eye on any child who has taken themselves

out of the school building and possibly out of the school grounds, unless this watchful eye provokes the child to run further. It is and will be a judgement call for staff to take what they feel is **reasonable** action in line with the advice above. If a child is no longer on the school premises, we will contact parents in the first instance. If they are not contactable we will inform the police that a pupil has left school and is at risk.

Drug and Substance misuse

Where issues come to our attention in relation to drugs and substance misuse we will follow the non-statutory advice contained within DfE and ACPO drug advice for schools. This document clearly sets out issues around broader behaviour and pastoral support, as well as managing drugs and drug related incidents within our school. The document clearly sets out our, powers and what we can do. Coupled with this preventative and supportive approach this will sit hand in hand with our statutory functions of child protection and the alerting to established referral procedures and the law.

Please see our substance abuse policy.

Suicide Intervention

Newport Infant School accepts and understands that thoughts of suicide are common and the leading cause of death in young people. As such suicide intervention is our business too. We to work with our pupils and work in partnership to support anyone in our school community that may have thoughts of suicide. This school/college will follow our Suicide Intervention Policy to assist wherever we can in making those in our care as safe as is possible. We will also make staff aware of the following useful link in raising awareness of the subject http://zerosuicidealliance.com/

Changing in school

Newport Infant School considers arrangements for safe changing of children for physical education (PE). We will be guided by the NSPCC guidance Best Practice for PE Changing Rooms. This consideration will come under our duty and remit of health & safety and in the context of children's welfare. We follow the guidance and do what we need to do as a school in relation to organising changing facilities for children; staff supervision; changing areas for children with additional needs; changing considerations for drama productions and using off-site changing rooms. NSPCC factsheet

Part Three: Safer Recruitment

Newport Infant School will meet all requirements as set out in Part three: Safer recruitment KCISE.

Please see our safer recruitment procedures.

Newport Infant School is committed to creating a culture of safe recruitment and, as part of this, we will adopt recruitment procedures that help deter, reject or identify people who might abuse children.

The governing body will act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks, together with references and interview information.

Newport Infant School commission Telford and Wrekin human resources service to assist in the management of safer recruitment procedures, including for the following:

- recruitment, selection and pre-employment vetting;
- Disclosure and Barring Service (DBS) checks;
- prohibitions, directions, sanctions and restrictions;
- pre-appointment checks;
- DBS update service;
- employment history and references;
- single central record;
- individuals who have lived or worked outside the UK;
- agency and third-party staff (supply staff);
- trainee/student teachers;
- existing staff;
- volunteers;
- governors, associate members and proprietors;
- contractors;
- visitors;
- alternative provision; and
- adults who supervise children on work experience.

Newport Infant School will maintain a single central record of pre-appointment checks.

Visitors

Newport Infant School understand we do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates for visitors. We will always request to see appropriate identification for visitors. The Headteacher will use their professional judgement to determine the need escort or supervise visitors. A record of visitors will be made and all they will be suitably identified/badged.

Alternative provision

For any children placed in external alternative provision provider, school continues to be responsible for the safeguarding of that pupil, and we will satisfy that the provider meets the needs of the pupil.

We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

Private fostering

Newport Infant School recognise that a private fostering Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's social care as soon as possible. If we become aware of a private fostering arrangement for a student that has not been notified to children's social care, we will encourage parents and private foster carers to notify them and will share information with children's social care as appropriate.

Annex A: Roles of the designated safeguarding lead

The governing body has appointed **Chris Pierce** has an appropriate senior member of staff, from school leadership team, to the role of designated safeguarding lead.

We give this this person the authority they need to carry out the duties of their post. We give them time, funding, training, resources, supervision and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The designated safeguarding lead will form part of a borough wide network, where information is shared, in a two-way process, with the Telford & Wrekin Council Education Safeguarding Team.

They will complete the Safeguarding Audit - Education each year and submit to TWSP. The Safeguarding Audit - Education will be supplied by the Telford & Wrekin Council Education Safeguarding Team.

Deputy designated safeguarding leads

Newport Infant School have appointed **Emma Robson, Emily Russell and Angie Risbridger** as the deputy designated safeguarding leads.

These deputies are trained to the same standard as the designated safeguarding lead and the role is explicit in their job description. Some of the activities of the designated safeguarding lead may be delegated to these appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility will not be delegated.

Manage referrals

The designated safeguarding lead will:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead will:

- act as a point of contact with the three safeguarding partners;
- liaise with the Headteacher/principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;

- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies, and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) will undergo training to provide them with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- provide safeguarding supervision to other DSL's;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead will:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.



Appendix 1

Newport Infant School

Addendum: COVID-19 school arrangements for Safeguarding and Child Protection

Date of Addendum creation	17 September 2020	Chris Pierce Jackie Lewis
Date of Addendum inception	21 September 2020	Chris Pierce
Date of Addendum adoption by Governing Body		Named responsibility
Date of Addendum review	21 September 2021	
Shared with Staff	21 September 2020	

CONTENT Page No

Context 43

Key contacts 43

Full opening 44

Review of our approach 44

Our approach to the contain framework 45

Identification of vulnerable children who do not attend during full opening or for the purposes of future full or partial closure 46

Attendance during full opening 46

Attendance during future full or partial closure 47

The role of the Designated Safeguarding Lead (DSL) during future full or partial closure 47

Reporting a concern during future full or partial closure 48

Staff training and safeguarding induction during future full or partial closure 49

Safer recruitment/volunteers and movement of staff during future full or partial closure 49

Mental health during full opening or for the purposes of future full or partial closure 50

Online safety in school/college for the purposes of future full or partial closure 51

Children and online safety away from school/college during full opening or for the purposes of future full or partial closure 51

Supporting children not in school/college during full opening or for the purposes of future full or partial closure 53

Supporting children in school/college during full opening or for the purposes of future full or partial closure 54

Peer on peer Abuse, including sexual violence and sexual harassment between children during future full or partial closure 54

Prevent during future full or partial closure 55

Context

This addendum policy is written in accordance with Coronavirus Act 2020 which is on statute until spring 2022. This includes powers, such as the power to close schools or limit year groups and emergency issues of bringing in recently retired staff.

From the beginning of the autumn term 2020, all pupils, in all year groups, will return to school full-time.

This addendum of Newport Infant School Child Protection and Safeguarding policy contains details of our individual safeguarding arrangements. It must be read alongside our full Child Protection & Safeguarding Policy. We will follow Guidance for full opening: schools.

We will make all staff and volunteers aware of this updated addendum policy and will keep them up-to-date as it is revised. This revised addendum policy will be made available publicly.

We will have consideration of the COVID-19 reopening checklist for DSL's and Covid-19 Advice for DSLs – Partial & Full Closures produced by Telford & Wrekin Council.

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead (DSL)	Chris Pierce	01952 386610	Chris.pierce@taw.org.uk
Deputy Designated Safeguarding Leads	Emma Robson Angie Risbridger Emily Russell	01952 386610	Emma.robson@taw.org.uk Angie.risbridger@taw.org.uk Emily.russell@taw.org.uk
Headteacher/Principal	Chris Pierce	01952 386610	Chris.pierce@taw.otg.uk
Chair of Governors/Management Committee/Proprietor	Fiona Hand Ross Doodson		
Safeguarding Governor/Trustee	Jackie Lewis		

Full opening

Newport Infant School name has developed a plan for opening from the beginning of the autumn term 2020. We have completed an opening risk assessment and other related health and safety risk assessments.

We remain committed to protecting children from harm or abuse. Our safeguarding principles during are as follows:

- the best interests of children must always continue to come first
- if anyone in school has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online.

These principles will continue to apply during any future full or partial closure.

Newport Infant School recognises the importance of ensuring the accuracy of safeguarding and welfare information held on children. On the full opening of the school the DSL (or deputy) will do all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and well-being before a child returns.

During full opening the DSL (and deputies) will be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate. We will work together with agencies and services to actively look for signs of harm.

We recognise communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

There may well be repeated waves of pandemic and we are likely to have to respond to local spikes for the medium to long term future. We will ensure we are Covid aware/ready at all times as part of our strategic approach so as to be well placed to make urgent operational changes if cases occur locally or in the school. The DSL will implement a plan for future full or partial closure in relation safeguarding.

Review of our approach

The DSL will undertake a review of our safeguarding approach taken during lockdown. To identify the following:

- What have we learnt?
- What would we improve?
- How sustainable is this approach as a medium or long term plan?

We will involve children and young people in this review to learn from their experiences of the contact we were able to have with them and think about how to improve our approach to overcome some of the barriers.

The DSL will share this review with school leaders and governors, to make suitable changes for the likelihood of further lockdown periods.

Our approach to the Contain framework

We understand the implications of the COVID-19 Contain framework. This sets out the four tiers of action which will be defined by schools working with a range of local decision makers. Our safeguarding approach will reflect the tiered approach:

Tier 1: Schools are open, children attending - additional resource directed towards the DSL to support those young people with adverse childhood experiences during lockdown

Tier 2: Early years settings, Alternative Provision settings, special schools and primary schools remain the same as Tier 1, but in secondary and Further Education provision year groups (except children of critical workers and vulnerable children) move to a rota system so young people will be spending more time at home. Our setting will re-implement guidance to help keep children safe when at home, and ensure there are strong models to communicate with them. We recognise the vulnerability of the potential for younger pupils to be home unsupervised and the potential risk to their safety and welfare of this.

Tier 3: Early years settings, Alternative Provision settings, special schools and primary schools remain the same as Tier 1, but in secondary and Further Education provision children of critical workers and vulnerable children only will attend together with selected year groups (identified by DfE). Our COVID-19 home learning measures will be implemented during this time.

Tier 4: Only the children of critical workers and vulnerable children should attend all education settings. We will revert to our COVID-19 measures implemented in March 2020.
We recognise timescales described in each of the tiers above may vary. We understand that all periods of time where children are absent from school can be significant for children and young people.

Alongside our school leadership management of 'bubbles', the DSL will specifically address:

- how children are responding to the pandemic, including; the increased risk of health anxiety, the reality of family sickness, loss or vulnerability, social issues around being back in large groups and similar;
- Responding to behavioural issues. We will use the Checklist for school leaders to support full opening: behaviour and attendance which emphasises the need for a compassionate culture and a structured approach to planning and reviewing issues;
- implications of non-attendance. We will consider this in the line with the School attendance: guidance for schools;
- scoping vulnerability – alongside the issues above the DSL will implement plans that respond to changes in the arrangements for Looked After Children, previously Looked After Children, children subject to a child protection plan, children who have (or have had) a social worker, children with an EHCP, children on the edge of social care involvement or pending allocation of a social worker and other children the school considers vulnerable;
- the potential to return to online learning and what safeguards will be put in place;
- in our arrangements for Tier 2, we will communicate with parents with parents about where their children will be so that there is no confusion;
- practice around self-isolating pupils who are showing symptoms;

- providing food parcels for children in receipt of free school meals during any period of home based learning; and
- any adaptation or communication around reporting arrangements for the DSL (or deputy) should there be school site closure, partial closure or staff sickness.

Identification of vulnerable children who do not attend during full opening or for the purposes of future full or partial closure

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

In the event of future full or partial closure senior leaders, especially the DSL (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support, such as from Telford & Wrekin Council Strengthening Families Team.

For children who do not attend during full opening or for the purposes of future full or partial closure Newport Infant School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Chris Pierce

During future full or partial closure there is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. 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 Newport Infant School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Newport Infant School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

During future full or partial closure Newport Infant School will encourage our vulnerable children and young people to attend school, including remotely if needed.

Attendance during full opening

It is vital for all children to return to school to minimise, as far as possible, the longer-term impact of the pandemic on children's education, wellbeing and wider development.

Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term 2020. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence; and
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

Newport Infant School will resume taking attendance registers and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

We will complete our usual day-to-day attendance processes to follow up on non-attendance.

Attendance during future full or partial closure

During future full or partial closure vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and well-being benefits of attending.

Our attendance expectations across the different groups of vulnerable children during future full or partial closure is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable.

During future full or partial closure the DSL (or deputy) will continue to notify social workers where children with a social worker do not attend. They will also continue to follow up with any parent or carer whose child has been expected to attend and doesn't. To support this we will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

The role of the Designated Safeguarding Lead (DSL) during future full or partial closure

During full opening the DSL (and deputies) roles and responsibilities are set out in our Child Protection & Safeguarding Policy.

Newport Infant School has a Designated Safeguarding Lead (DSL) and Deputy DSL's.

The Designated Safeguarding Lead is: Chris Pierce

The Deputy Designated Safeguarding Lead is: Emma Robson, Angie Risbridger and Emily Russell

During future full or partial closure a DSL (or deputy) with up-to-date training should always be available on site during normal school hours. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video, for example, when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

In exceptional circumstances, in the absence of a senior leader and trained DSL (or deputy) we will contact a trained DSL at another school/college.

The DSL (or deputy) is responsible for liaising with children's social care where they require access to children in need and/or to carry out statutory assessments at Newport Infant School.

It is important that all school staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them, should they not be present.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

The DSL (or deputy) will provide support to teachers and pastoral staff to ensure that contact is maintained with vulnerable children (and their families) who are absent from school. Where possible staff should try and speak directly to children to help identify any concerns.
Staff are encouraged (where possible) to make calls from the school site via school phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

Reporting a concern during future full or partial closure

During full opening concerns should be reported as per our Child Protection & Safeguarding Policy.

Where staff identify new safeguarding concerns about children attending school they should continue to follow the process outlined in our Child Protection & Safeguarding Policy. This includes reporting the concern to the DSL (or deputy) without delay.

Where staff have a concern about a child who is not attending, they should continue to follow the process outlined in our Child Protection & Safeguarding Policy. This includes reporting the concern to the DSL (or deputy) without delay.

If a member of staff cannot access children's safeguarding records, for example, because they are working from home, they should email the DSL and Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay, this includes where safeguarding concerns relate to historical matters.

The DSL (or deputy) will be given sufficient time to consider all safeguarding concerns, present or historical when children return to school. They will consider the threshold guidance for where the child lives or for the local authority which is responsible for the child to aid them in their decision making of what action is required. This may include a referral to children's social and/or police. We understand we may need to allocate the DSL (or deputy) additional time to manage safeguarding concerns. This will be monitored by the Headteacher and/or governor body.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Fiona Hand and Ross Doodson

The Local Authority will continue to offer support in the process of managing allegations.

Staff training and safeguarding induction during future full or partial closure

During full opening training will be maintained as set out in our Child Protection & Safeguarding Policy.

All existing school staff will already have had safeguarding training and have read part 1 of KCSIE and those working with children will have read Annex A of KCSIE. We will keep these staff aware of new local arrangements.

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction.

The existing school workforce may continue to move between schools and colleges on a temporary basis in response to coronavirus. When receiving transferred staff into Newport Infant School we will judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will only require a copy of our child protection policy, confirmation of local processes and confirmation of DSL arrangements.

It is the expectation of the Telford & Wrekin Safeguarding Partnership that all staff continue to access child protection & safeguarding training remotely. The DSL (and deputies) should also access training remotely. All training should be maintained in line with the requirements of KCSIE.

Safer recruitment/volunteers and movement of staff during future full or partial closure

During full opening our Child Protection & Safeguarding Policy details our procedures for Safer Recruitment.

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, Newport Infant School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education 2020 (KCSIE).

In response to coronavirus, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. The Home

Office and Immigration Enforcement have also temporarily adjusted the right to work checks due to the coronavirus outbreak.

If staff are deployed from another education or children's workforce setting to our school we will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to all safer recruitment checks set out in Keeping Children Safe in Education 2020, including an enhanced DBS and children's barred list check
- the individual has been subject to relevant child protection training
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual.

Where Newport Infant School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Newport Infant School 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. Full details can be found at paragraph 179 of KCSIE.

Newport Infant School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 182 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Newport Infant School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE.

Mental health during full opening or for the purposes of future full or partial closure

During full opening our Child Protection & Safeguarding Policy also details our commitment to promoting children mental health and well-being, alongside our emotional health and well-being policy. Newport Infant School recognises that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. We will ensure appropriate support is in place for children.

Newport Infant School will consider the guidance on mental health and behaviour in schools to help us to identify children who might need additional support, and to put this support in place.

We 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. This can include, for example, being fearful or withdrawn; aggressive or oppositional; or excessive clinginess.

Support for pupils in the current circumstances may include existing provision in the school (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

During future full or partial closures we will make teachers aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of children's' work.

Online safety in school for the purposes of future full or partial closure

During full opening our Child Protection & Safeguarding Policy details our commitment to online safety.

Newport Infant School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school appropriate supervision will be in place.

Newport Infant School has identified Lorna Hankin in our institution as the person who has the technical knowledge to maintain safe IT arrangements. We have considered as part our risk assessment what our contingency arrangements are if our IT staff become unavailable.

Children and online safety away from school during full opening or for the purposes of future full or partial closure

Newport Infant School recognises during full opening or future full or partial closures some children will engage with school online.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per our Child Protection & Safeguarding policy and where appropriate referrals should still be made to children's social care and as required, the police.

We will follow Safeguarding and remote education during coronavirus (COVID-19).

Online teaching should follow the same principles as set out in the school's code of conduct.

Newport Infant School will continue to follow the guidance outlined in the data protection: toolkit for schools when managing personal data and will 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.

We will use the following advice in ensuring online education is safe:

- remote education advice from The Key for School Leaders
- advice from NSPCC on undertaking remote education safely
- guidance from the UK Safer Internet Centre on remote education
- guidance on teaching online safety in schools provides information to help schools ensure their pupils understand how to stay safe and behave online.
-

Newport Infant School through contact with parents during full opening or future full or partial closure will reinforce the importance of children staying safe online.

We aim to help parents to be aware of what their children are being asked to do, including:

- sites they will be asked to use

- school staff their child will interact with.

Newport Infant School will emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

We will use these resources to support parents and carers to keep their children safe online:

- 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, 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
- 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

Newport Infant School will encourage children, parents and staff to report concerns about harmful or upsetting content and bullying or abuse online. We will encourage concerns to be reported to the DSL at the school. However, we will also make the following reporting mechanisms available to children, parents and staff:

- reporting harmful online content to the UK Safer Internet Centre
- getting government advice and trusted resources from Educate Against Hate on safeguarding from radicalisation, building resilience to extremism, and promoting shared values
- get advice on reporting online abuse from the National Crime Agency's Child Exploitation and Online Protection command
- get advice and support from Anti-Bullying Alliance for children who are being bullied.

We understand we can access the free Professionals Online Safety Helpline which supports the online safeguarding of both children and professionals. Call 0344 381 4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm.

When communicating online with parents and pupils, we will endeavor to:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- advise teachers not to share personal information.

During future full or partial closure Newport Infant School understands teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background
- Staff must only use platforms specified by senior managers and approved by our IT network manager/provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

If needed, we will help parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families.

As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

If appropriate and only with approval from a member of the school's leadership team and following a risk assessment recorded on the child's safeguarding file we will provided one-to-one sessions in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

Supporting children not in school during full opening or for the purposes of future full or partial closure

Newport Infant School is committed to ensuring the safety and well-being of all its children and young people.

During full opening where vulnerable children cannot attend due to Coronavirus or during future full or partial closure we will adhere the following. Where the DSL has identified a vulnerable child, they should ensure that a robust communication plan is in place for that child or young person. We will risk assess all vulnerable children as High, Medium or Low risk. We will ensure contact is made with these children and their families every three working days for high risk children, every four working days for medium risk children and every five working days for low risk children. Through consultation with other professionals, such as social workers we may deem it appropriate to share contact with families. As a minimum all families will be contacted by a member of school staff, a minimum of once per working week. Details of this plan must be recorded in the child's safeguarding file, as should a record of

contact made. The communication plans can include; remote contact and phone contact. Other individualised contact methods should be considered and recorded.

Newport Infant School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate. The school will share safeguarding messages on its website and social media pages.

Newport Infant School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Staff at school name need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school during full opening or for the purposes of future full or partial closure

During future full or partial closure Newport Infant School is committed to ensuring the safety and well-being of all its students. We will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff-to-pupil ratios are appropriate, to maximise safety.

During full opening or future full or partial closure Newport Infant School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

During future full or partial closure Newport Infant School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on the child's safeguarding file. .

During full opening or future full or partial closure where Newport Infant School has concerns about the impact of staff absence, such as our DSL or first aiders, we will discuss them immediately with the local authority.

Peer on peer Abuse, including sexual violence and sexual harassment between children during future full or partial closure

During full opening our Child Protection & Safeguarding Policy and Peer on Peer abuse policy details our procedures for managing reports of and responding to peer on peer abuse.

Newport Infant School recognises that during any future full or partial closure a revised process may be required for managing any report of such abuse and supporting victims.

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection & Safeguarding policy and our Peer-on-peer abuse policy.

The school will listen and work with the young person, parents/carers and any multi-agency partners required to ensure the safety and security of that young person.

Concerns and actions must be recorded on the child's safeguarding record and appropriate referrals made.

Prevent during future full or partial closure

During full opening our Child Protection & Safeguarding Policy details our procedures under the Prevent duty.

Prevent remains a vital part of our work to help safeguard children from radicalising influences. We will follow published information on prevent management support for schools and colleges.

Any concerns that a child is being drawn into radicalisation and subject to extremist views must be report to the DSL (or deputy) without delay. They will follow the local processes as set out in the Telford & Wrekin Council Prevent Pathway.