Quality Assurance and Partnership Team

Safeguarding and Standards Advisors Schools

Aug. 2020 V2

Milborne St Andrew First School

Safeguarding and Child Protection Policy

DSL Sharon Hunt
Deputy DSL Audrey Andrews
Safeguarding Governor Maria Timperley

Safeguarding and Child Protection Policy 2020/21

Named Designated Safeguarding Lead(s)

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor/Trustee	Chair of Governors/ Trustees
Sharon Hunt	Audrey Andrews	Maria Timperley	David French

Named personnel with designated responsibility regarding allegations against staff

Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors/Trustees	Nominated Governor/Trustee
Sharon Hunt	Audrey Andrews	David French	Maria Timperley

Dates the Safeguarding Policy is reviewed

Review Date	Changes made/Details of action plan	Due Date	By Whom
30.09.20	In red for governor viewing	12.10.20	SH/AA

	Action plan will follow after completion of audit in Autumn term		SH/AA

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1: Introduction

Everyone at Milborne St Andrew who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children. Our school staff form part of the wider safeguarding system for children to prevent concerns from escalating. Our school will work with Children's Social Care, the Police, Health services and other relevant agencies to promote the welfare of children and protect them from harm.

This policy applies to all staff, including volunteers, trainee teachers, contractors and/or apprentices, working in or on behalf of the school. It provides information about the actions the school expect from all staff, it will be updated annually and known to everyone working in the school and the governing body. It will be available to parents on request and via our website. This policy is in line with statutory guidance for schools and colleges; Keeping Children Safe in Education 2020, Working Together to Safeguard Children 2019.

In addition, there is interim guidance on Safeguarding in Schools, colleges and other providers during the Covid 19 Pandemic. **Appendix 1**

Everyone working in or for our school must share the objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop in our school setting;
- Identifying and responding to 'early help' needs of children and families;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting;
- Maintaining a culture of vigilance and an attitude of 'It could happen here'.

2. Our School's Commitment

Milborne St Andrew is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Throughout this document 'children' includes everyone under the age of 18.
Safeguarding and promoting the welfare of children is defined as:

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

2.1 Child Protection refers to procedures and actions undertaken regarding children who are at risk of being seriously harmed or have been significantly harmed.
We as a school recognise that:

- Some children may be especially vulnerable to abuse including those missing education, those experiencing extra-familial risk or with a special educational need or disability.
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be disruptive and/or challenging.
- Children can be both victims and perpetrators of abuse.
- Children who harm others may have been maltreated themselves.
- Allegations against staff can be made, however careful and safe our recruitment practices are.

2.2 Our Approach to Safeguarding Children

Milborne St Andrew will ensure all staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children and young people where concerns about their safety and welfare arise. We will ensure all staff and pupils know they can raise issues with the Designated Safeguarding Lead (or Deputy DSL) and that their concerns will be taken seriously. There will always be a DSL (or Deputy DSL) on site and they will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

3. Roles and Responsibilities

3.1 All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns, read Part 1 of Keeping Children Safe in Education 2020.

4. Designated Safeguarding Lead(s) (DSL)

4.1 Referrals

- The DSL will act as a source of support, advice and expertise within our school and have access to the Pan Dorset Safeguarding Children Partnership, guidance and Procedures (PDSCP).
- Consult with and/or refer cases of suspected abuse or allegations to Children's Social Care and maintain a record of all referrals.
- Liaise with the Headteacher to advise of any issues and ongoing investigations and ensure there is always cover for this role.
- Attend and contribute to safeguarding and child protection meetings as appropriate.
- Monitor and support Child in Need and Child Protection plans;
- Keep detailed, accurate and securely stored written or electronic records, which will include the outcomes of all actions taken.

4.2 Training

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral to children's social care;
- Have knowledge of the PDSCP Escalation policy and the Local Authority Designated Officer (LADO) role
- The process of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's safeguarding policy and Child Protection Policy.
- Ensure that all staff have induction safeguarding training and receive regular updates.
- Access resources and attend any relevant or refresher training courses at least every two years.

4.3 Raising Awareness

- The DSL will ensure the Safeguarding and Child Protection Policy is updated and reviewed annually and work with the Governing Body regarding this.
- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later.
- Where a child leaves the school, ensure the child protection file is copied for the new setting in a timely manner and transferred to the new school separately from the main pupil file, as well as ensure the pupil's Social Worker is informed.
- The DSL and the Safeguarding Governor will Complete the Annual Audit return for the PDSCP, to ensure that the school is meeting its requirements under statutory guidance.

5. Our Head Teacher will ensure that*:*

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, relationship education and extra-familial risks including exploitation.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and the deputy to carry out their roles effectively, including the attendance at initial and review child protection conferences, core group and other necessary meetings.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy. https://drive.google.com/drive/search?q=whistle%20blowing%20policy

- They have completed Safer Recruitment training.
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms and in shared docs/all staff/ policies https://drive.google.com/drive/search?q=managing%20allegations%20against%20staff

- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO)
- That anyone who has harmed or may pose a risk to a child is referred to the DBS and any other relevant professional body.
- A senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.

6. Our Governing Body will ensure that:

- The school has a safeguarding and child protection policy and procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via our website (this should be easily accessible- 1 click) 3 clicks for ours
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school follows the Pan Dorset Safeguarding children Partnership, guidance, and the statutory guidance Keeping Safe in Education 2020, for dealing with allegations of abuse against staff and volunteers.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy).
- There is a named Governor for safeguarding and Designated Safeguarding Lead(s) within the school.
- Staff undertake appropriate safeguarding/child protection training, at regular intervals;
- Comply with the Dorset Safeguarding children Partnership, (PDSCP) guidance.
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements.
- A Governor is nominated to be responsible for liaising with the LADO and /or partner agencies in the event of allegations of abuse being made against the Headteacher, taking appropriate action to minimise any further possible risk to the children in our school.
- Where services or activities are provided on the school premises by another group or individual, the school will check they have appropriate policies and procedures in place about safeguarding children and have 'hire agreements' with external groups and individuals.

- Policies and procedures are reviewed annually and provide information to the Local Authority as part of the annual Audit in regard to how the above duties have been discharged.

7. Supporting Children and Working in Partnership with Parents

- Milborne St Andrew recognises that children's welfare is paramount. Good safeguarding, child protection practice and securing good outcomes for children relies on a positive, open and honest working partnership with parents/carers.
- Whilst we may, on occasion, need to make referrals to Children's Social Care without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children.
- Children will be given an explanation, appropriate to their age and understanding of what action is being taken on their behalf and why.
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our statutory duties.
- The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child on the principle of those working directly with children will need to know, in accordance with our Data Protection Policy
- Staff will not be enabled to share this information further without the expressed permission of the DSL.

8. Information about Safeguarding for Pupils

Through the curriculum and lessons pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome, considering their wishes and feelings.

- They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner.
- Opportunities are provided for children to learn about democracy and the rule of law, positive relationships and safe choices.
- All pupils know there is Designated Safeguarding Lead (DSL) responsible for their safety and welfare and who this is and that they have a right to speak to this member of staff, or any other, if they are worried or concerned.
- Pupils are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.
- There is a display in the school identifying the DSLs and children are made aware of this.

9. A Partnership Approach

Milborne St Andrew recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Pan Dorset Safeguarding children Partnership, There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and work together to secure positive outcomes.
This will include

- Social workers/ police attending the school following a Strategy discussion, which has found a child to be at risk of significant harm.
- We will ensure that all staff are aware of the Early Help Services available in order to make timely referrals for support
- The appropriate member of staff will attend /lead on TAF and Tac meetings as required.
- CIN and CPP meetings are attended

10. Identifying children who may be at risk or may have been significantly harmed
There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect. Teachers, staff and volunteers in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may have additional needs or be at risk of or suffering significant harm. The relationships between staff, pupils, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- **Development** means physical, intellectual, emotional, social or behavioural development;
- **Health** includes physical and mental health;
- **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.
- **Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, another child, children or young people.

10.1. Definitions and Indicators of Abuse

10.2 Physical Abuse 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.

10.3 Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
It may involve conveying to 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.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability,
- Overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

10.4 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.
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

10.5 Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

11. Taking action to ensure that children are safe at school and home

All staff must read and follow the statutory guidance for schools and colleges; **Part 1 Safeguarding Information for All Staff, Keeping Children Safe in Education 2020.**

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead prior to any discussion with parents/carers.

All School Staff Must Immediately Report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Behaviours which give rise to suspicions that a child may have suffered harm.

- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child or young person.
- Concerns regarding person(s) who may pose a risk to children (e.g. those living in a household with children present).
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (which is known as Private fostering).

12. Responding to Disclosure

Disclosures or information that a child has been harmed may be received from pupils, parents/carers, other professionals or members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.
Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a record using clear, straightforward language.
Staff will not investigate but will, wherever possible, listen, record and pass on information to the DSL in order that s/he can make an informed decision of what to do next.

All staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Clarify the information without asking leading or probing questions;
- Make a written record of what the child has said using 'My Concern'
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the child or young person that they have a responsibility to pass the information to the Designated Safeguarding Lead;
- Reassure and support the child or young person as far as possible;
- Not promise secrecy;
- Explain that only those who 'need to know' will be told;
- Explain what will happen next and that the child will be involved as appropriate.

13. Confidentiality

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many Safeguarding Practice Reviews (SPR) (previously known as Serious Case Reviews).
where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. (2018. Information sharing. Advice for practitioners providing Safeguarding Services to children, young people, parents and carers. HM Government)

The GDPR and Data Protection Act 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. (2018. Information sharing. Advice for practitioners providing Safeguarding Services to children, young people, parents and carers. HM Government)

Milborne St Andrew have a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. (as stated above)
The school will ensure:

- Information is shared with Children's Social Care and/or Police where the child/young person is or may be at risk of significant harm;
- Pupil's and/or parent's/carer's confidentiality is respected;
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

14: Pupil Information
The school's record-keeping policy for child welfare and child protection is consistent with the Pan Dorset Safeguarding Children Partnership, guidance which is known to all staff.
In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Details of any persons authorised to collect the child from school (if different from above);
- Any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- If the child is or has been subject to a child in need, child protection or care plan;
- Name and contact detail of GP;
- Any other factors which may impact on the safety and welfare of the child.

The Designated Safeguarding Lead will collate, securely store and agree access to this Child Protection information.
All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Headteacher and the Designated Safeguarding Lead. These records will be transferred when a child moves to another school or setting, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead.

15. Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)
Following any information raising concern, the Designated Safeguarding Lead will:

- Consider the child 's wishes and feelings, but not promise confidentiality;

- Consider any urgent medical needs of the child;
- Make an immediate referral via a discussion **with Children's Advice and Duty Service (CHAD)** if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being;
- Wherever possible, talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
- Contact the designated officer for safeguarding in another agency if that agency is working with the family;
  OR
- Decide not to make a referral at this stage, but retain the information in written notes on the child's school file;
- Consider if Early Help support will be helpful to the child and family at this time. If this is appropriate referrals will also be progressed via the **Dorset - Children's Advice and Duty Service (**ChAD).

All information and actions taken, including the reasons for any decisions made, will be fully documented. If a child is resident outside of the Dorset area the referral should be made to their local Social Care services.

15.1 Action following a Safeguarding Referral
The Designated Safeguarding Lead or other appropriate member of staff will:

- Maintain contact with the child's allocated Social Worker;
- Contribute to any Strategy Discussion and/or Strategy Meeting as required;
- Provide a report for, attend and contribute to any initial or review Child Protection Conference.
- Provide a written report to the conference organiser, 3 days prior to the Initial Child Protection Conference (ICPC) or 5 days prior to the Review Child Protection Conference (RCPC)
- Share the content of this report with the parent/carer, prior to the meeting;
- Attend Core Group Meetings for any child subject to a Child Protection Plan; Attend TAF meetings in order to be part of a plan for the child/ren.
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker.

15.2 Dealing with Disagreements and Escalation of Concerns
Effective working together depends on an open approach and honest relationships between agencies and professionals. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child. The Pan Dorset Safeguarding Children Partnership; escalations policy should be used
Professional disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need;
- Roles and responsibilities;
- The need for action;
- Progressing plans and communication.

Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:

- The safety of children and young people are the paramount consideration in any professional activity;
- Resolution should be sought within the shortest timescale possible to ensure the child is protected;
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest);
- Disagreements should be resolved at the lowest possible stage.

The Designated Safeguarding Lead or other appropriate member of staff will:

- Contact the line manager in Children's Social Care if they consider the response to a referral has not led to the child being adequately safeguarded.
- Contact the line manager in Children's Social Care if they consider that the child is not being adequately safeguarded by the child protection plan.
- Use the PDSCP escalation policy if this does not resolve the concern. Escalation Policy

16. Safer Recruitment and Selection Milborne St Andrew pays full regard to the statutory guidance for schools and colleges; Keeping Safe in Education 2020- Part three, Safer recruitment.
We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and barring service

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity.

- Our school is committed to keeping an up to date Single Central record which details a range of checks carried out on our staff.

- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks must be carried out on all appointments to our school workforce before the appointment is made as part of the recruitment process.
- Staff responsible for recruiting and appointing must be suitably qualified and have completed training on recruitment and selection, with a minimum of one trained staff member sitting on interview panels.

17. Safe Practice

Our school will comply with the current guidance for Safer working practice for those working with children and young people in education settings (2019) and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school. Safer Recruitment Consortium

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open, honest and transparent way.
- Work with other colleagues where possible in situations that could be open to question.
- Discuss and/or take advice from school management over any incident which may give rise for concern.
- Record any incidents or decisions made.
- Apply professional standards respectfully in relation to diversity issues.
- Be aware of information-sharing and confidentiality policies.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

18. Positive Handling

As a school we do not routinely use any form of physical contact in order to manage the children however there may be occasion when the school staff have to physically restrain pupils with 'reasonable force' only to prevent them from hurting themselves or others, from damaging property, or from causing disorder. This may include guiding a child to safety by the arm, or breaking up a fight, to prevent violence or injury and this action should be taken using no more force than is needed. (Pg 32 KCSiE 2020) physical restraint is used as a last resort. If a child in school has some additional needs a care plan will be put in place to address actions to be taken prior to using any form of positive handling, this may be by distraction techniques, removing any objects which could cause harm to the child, and using de-escalation strategies.

School staff will familiarise themselves with the Department for Education's guidance use of reasonable force in schools https://assets.publishing.service.gov.uk/g and Keeping Children safe in Education 2020 pages 31-32.

They will follow the school's Behaviour Policy

Behaviour and building relationships policy Spring 2020 Action Plan

The school will offer training to staff in appropriate use of physical intervention and/or restraint.

19. School Training and Staff Induction
The school's Designated Safeguarding Lead and Governor with designated responsibility for safeguarding will undertake appropriate safeguarding and child protection training and refresher training at two yearly intervals.

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly, including a yearly update. The school will maintain a register of who has undertaken training and when.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the school's safeguarding policy and informed of school's safeguarding arrangements on induction. The school will maintain a register of who has received this information and when.

20. Extended School and Off-Site Arrangements
Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.
When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the school's Risk Assessment protocol.

21. Allegations regarding person(s) working in or on behalf of the school (including volunteers)
Keeping Children Safe in Education (2020) Part 4 – Allegations of abuse made against teachers and other staff, including supply staff and volunteers.

Where an allegation is made against any person working in, or on behalf of, the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here'. Staff

are expected to maintain professional boundaries at all times in line with the **code of conduct** https://drive.google.com/drive/search?q=staff%20code%20of%20conduct

Staff will be encouraged to use the **whistle blowing policy**

if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

21.1 Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind;
- Make a written record of the information using 'My Concern' including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the Headteacher or designated person (unless the allegation is against the Headteacher or designated person, in which case the Chair of Governors must be reported to)

21.2 Initial Action by the Headteacher

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
- Contact the Local Authority Designated Officer (LADO) within 1 working day;
- Inform the Chair of Governors of the allegation.

21.3 Subsequent Action by the Headteacher (or designated person)

- In consultation with David French, Patrick Crawford (LADO) Paul Chadwick conduct a disciplinary investigation, if an allegation indicates the need for this;
- Contribute to the child protection process by attending professional strategy meetings;
- Maintain contact with (David French, Patrick Crawford (LADO) Paul Chadwick
- Ensure clear and comprehensive records regarding the allegation, and action taken, and outcome are retained on the staff member's personnel file;
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made.

22. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As a school we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

- Communication barriers and difficulties in overcoming these barriers.

23. Mental Health

All of the staff at Milborne St Andrew First School have an awareness that mental health problems can in some cases be an indicator that a child is or has suffered abuse, neglect or exploitation.

The staff would not attempt to make a Mental health diagnosis however the staff are in a good position to observe the children on a daily basis and therefore identify those whose behaviour indicates they may be experiencing a mental health problem or be at risk of developing one.

When Children who have suffered **adverse childhood experiences**, this may impact on them though-out their lives, this can also then have an impact on their behaviour, their ability to learn and affect their mental health.

If staff have a concern about the mental health of a child, they will follow school policy and report their concerns to the DSL.

24. Further Information on Safeguarding Issues

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour.

Below are some of the issues that all staff at Milborne St Andrew First School take seriously and will act in line with the safeguarding policy to ensure children are safe.

24.1 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures.

For further information please see the DEF guidance, Preventing and Tackling Bullying,

(https://assets.publishing.service.gov.uk/)
and our school's Anti-bullying Policy.

24.2 Online Safety
The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school will encourage parents to consider measures to keep their children safe when using social media.

The school has an Online Safety Policy that is known to all staff and pupils.

24.3 Filters and monitoring
Governing bodies should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like: (https://www.saferinternet.org.uk/).
Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school (pg 103 keeping Children safe in education 2020)
Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies ensure that appropriate filters and

monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Staff training Governors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. It is recommended at all of the Governing body have completed level 1 Safeguarding and the Chair and Safeguarding Lead governors should undertake training at a minimum L2, every 2 years

24.4 Information and support.
There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

- UKCIS. Online Safety in school s and Colleges: Questions for the governing board.
- NSPCC. Provides online advice regarding online safety arrangements.
- South West Grid for Learning. Provides advice on all aspects of a school or colleges online safety arrangements.

24.5 Photography and Images
Most of the people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.
To protect pupils, we will:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications);
- Seek parental consent;
- Use only the pupil’s first name with an image;
- Ensure pupils are appropriately dressed;
- Only use school equipment to make images of children (no personal devices are permitted for this purpose);
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

24.6 Children Missing Education
All staff at Milborne St Andrew First Schoolunderstand that children who go missing, especially on more than one occasion, may be at risk of a range of safeguarding issues, these may include neglect, sexual abuse, or exploitation, and a may be a sign of child criminal exploitation, including county Lines
School staff will follow the local guidance available on the Pan Dorset Safeguarding children partnership website and where reasonably possible, the school will hold three emergency contact numbers for each pupil. This goes beyond the legal minimum and is good practice as it provides additional options to contact a responsible adult when a child is missing education. (https://pandorsetscb.proceduresonline.com/p_ch_miss_care_home_ed.html).

24.7 Home Education

Where parents inform our school that they wish to 'home educate' their child, they must do so in writing, we will then inform our school will inform the Elective Home Education administrator (EHE) who will implement the 'Elective Home Education' procedure. (https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/elective-home-education-ehe-information-for-parents.aspx)

24.8 Children who harm others
Our school recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children's Social Care for the victim(s) and perpetrator(s).

Such children and young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

24.9 Peer on Peer Abuse
Peer on Peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

25. Child Sexual Exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs

or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly, and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.
Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g. a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

If, as a school, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to the local guidance provided by the PAN Dorset safeguarding Partnership.

Further guidance can be obtained from 'Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation can be useful when considering cases of CSE'.
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

25.1 Child Criminal Exploitation
As set out in the Serious Violence Strategy (https://www.gov.uk/government/publications/serious-violence-strategy) published by the Home Office, criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

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

25.3 Sexual violence and sexual harassment between children in schools and colleges
Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
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. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:
• It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Milborne St Andrew First Schoolensure that all staff are aware of the importance of:
• Making clear that 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 (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them. • Children with Special Educational Needs and Disabilities (SEND) can be especially

vulnerable. Disabled and deaf children are three times103 more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children; 'Upskirting' has now become a criminal offence and therefore requires a safeguarding response if happening in school.
When, we as a school, consider issues of sexual violence and harassment between children we will seek support from our children's social care partners.

26. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. If, as a school, we are concerned a child is being exploited in an extra-familiar context, as previously outlined, we will follow the procedures set out in this document and consult or refer to children's social care. (https://contextualsafeguarding.org.uk/)

27. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. This procedure is typically performed on girls between the ages of 4 and 13 but on some cases, it is performed on new-born infants or on young women before marriage or pregnancy.
If, we as a school, are concerned that a child may be at risk of FGM we will follow the Pan Dorset Safeguarding Partnership guidance following the referrals procedure.

27.1 FGM Mandatory Reporting Duty

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 social workers and healthcare professionals, 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, 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. (https://pandorsetscb.proceduresonline.com/p_referrals.html)

27.2 So-called 'honour-based' Abuse

Honour based abuse is a collection of practices which are used to control behaviour within families or other social groups. To protect perceived cultural religious beliefs and or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and or the community by breaking the honour code. For young victims this is a form of child abuse and a serious abuse of human rights.

It can be distinguished from other forms of violence as it is often committed with some degree of approval and or collusion for family rand or the community members. Women and men, and younger members of the family can all be involved in the abuse.

Any suspicion or disclosure of violence or abuse against a child in the name of honour will be treated seriously and an immediate referral to Children's Social Care will be made with reference to the local Pan Dorset continuum of Need.

(https://pandorsetscb.proceduresonline.com/p_referrals.html)

28. Preventing Radicalisation and Extremism

From 1 July 2015 all schools must have regard to the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015, paragraphs 57-76 of the guidance are in relation to schools and child care providers, and states that schools should have due regard to the need to prevent people from being drawn into terrorism"

We as a school will fulfil our responsibilities under the Prevent Duty it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If, as a school, are concerned we will follow safeguarding procedures and refer to the Pan Dorset Safeguarding Children's Partnership's guidance on Prevent.

(https://pandorsetscb.proceduresonline.com/p_sg_ch_extremism.html?zoom_highlight=prevent+duty)

28.1 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

29. Children with Family members in Prison.
There are around 200,00 children in England and Wales who have a parent sent to prison each year. This places the children at risk of poor outcomes, including poverty, stigma and isolation They may also suffer from poor mental health. NICCO provides information for professionals who work with the offender and their children to assist in mitigating the negative consequences for the children.

30.References

Child sexual exploitation. Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation. (2017) Department for Education.
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The Prevent duty. Departmental advice for schools and childcare providers (2015) department for Education

APPENDIX 1

Milborne St Andrew First School
COVID-19 Safeguarding and Child Protection Policy
Effective from September 2020

1. Context
Why appendix is required
Links to other key documentation in school
Possible Covid 19 safeguarding concerns

2. Disclosures
Remaining vigilant to disclosures (verbal and non-verbal)
How to deal with a disclosure

3. Designated Safeguarding Lead
The role of DSL/DDSL
Maintaining files and sharing of information
What to do if concerned about a member of staff

4. Safer Recruitment
Adherence to KCSiE 20120 part 3
Recruitment and induction

5. Transition of Children
Contacting families

6. Summary of Key Points

7. References
Information sources used for this Appendix.

1. Context
This policy annex reflects the specific issues Milborne St Andrew First School require all employees and volunteers to be aware of as the school prepares to the full roll of children. This policy annex is based on DfE guidance issued on 2 July 2020 (https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools).

This policy annex should also be read and understood in conjunction with the school's safeguarding policy, the safeguarding annex dated 12.10.20 and the schools risk assessments, health and safety requirements, code of conduct (including acceptable use of technology), Whistleblowing and the principles set out in Keeping Children Safe in Education (KCSiE) 2020 part 1 that staff are asked to ensure they are familiar with. This appendix and all linked policies and procedures will be reviewed regularly to ensure it meets the needs of Milborne St Andrew First School and the current situation.
The safeguarding of children remains our priority and everyone's responsibility. Where an adult has concerns about a child, they should report this immediately to DSL or the Deputy DSL using the schools established system.

As the children return to school having spent a number of weeks at home, it is likely that:

- Many will have anxieties that will cause them to be distressed at being back at school
- Many are likely to have mental health concerns
- Children are likely to have had significant changes in their routine and will struggle to adjust back to being at school
- Some have had access to materials on-line that are either age inappropriate or possibly have been exposed to other adults who wish to groom children for exploitive and/or abusive purposes
- Some children will have suffered abuse form the adults in their house
- Some children will have witnessed domestic abuse and violence or have been abusive to their parents/carers or siblings (peer on peer abuse)
- Some children will have experienced abuse (online, physical, emotional, sexual) from their siblings or their peers
- Peer on peer abuse online will manifest as possible behaviour concerns

2. Disclosures

As a result of the above (not an exhaustive list), all adults must be vigilant to the likelihood that there will be a greater number of disclosures. Milborne St Andrew First School staff will ensure that the following key points are understood. Information to support staff taking a disclosure can be found in the staff room on the Safeguarding noticeboard and on My Concern. Not all disclosures are verbal. Staff will need be vigilant to this and act when appropriate.

School information on disclosure highlight the following key principles:

- Don't panic – remain calm and reassuring in your manner, listen.
- Give the child your full attention to demonstrate you are listening carefully and taking the information seriously.
- Let the child take their time, go at their own pace and use their own words.
- If they need further encouragement remember TED (Tell me, Explain, Describe)
- Reassure them that they did the right thing by telling someone, and that they have been brave in doing so.
- Assure them that it is not their fault and you will do your best to help.
- Let them know that, to ensure they will be safe, you will need to tell someone else.
- Let them know what you are going to do next at an age appropriate level.
- Don't make promises to keep a disclosure a secret

As soon as the child is safe, ensure the child's words (or actions) are recorded as accurately as possible and this is shared immediately with the DSL on site or senior member of staff who is responsible for safeguarding due to the DSLs absence (see section below about DSL on site).

3. Designated Safeguarding Lead

Designated Safeguarding Leads (and Deputies) should be provided with more time especially in the first few weeks of the 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 appropriate. (2.7.2020 guidance for full opening: Schools)

Wherever possible, the DSL or Deputy DSL will be on site and can be accessed by all staff. They will be available to act on concerns as these become apparent, including to support partner agencies should information be required to be shared. Should it not be possible for the DSL or any deputies to be on site, they will be contactable by phone and email or similar virtual means.

When a DSL or Deputy DSL cannot be on site a member of the senior leadership team will take the lead to ensure that Safeguarding is provided. Staff at Milborne St Andrew First Schoolwill be made aware on a daily basis as to the arrangements for DSL contact and the named senior member of staff. All staff are reminded of their Whistleblowing responsibilities should they have a concern about the behaviour of a colleague, including the Headteacher. This must be shared according to the current whistleblowing policy DSL and DDSL will ensure that safeguarding files and chronologies have been updated with all relevant information since the start of school closures and will continue to ensure that this record keeping is kept up to date.

The DSL will ensure that all staff and volunteers receive information that enables them to undertake their safeguarding role with diligence and curiosity. This is likely to be through the sharing of information, through email and other forms of communication. The DSL will also ensure that staff have enough information that means they can fulfil their specific roles in school, (recognising this role may be different due to Covid 19). Staff will ensure that they seek further support if they feel that they need greater information or support. The school website will be updated to ensure that key documents, referenced in this appendix can be found.

4. Safer Recruitment

Milborne St Andrew First School will ensure that any recruitment of staff still adheres to the requirement as detailed in Part 3 of KCSiE 2020. The school will ensure that all relevant checks are undertaken and detailed in the schools' Single Central Record (SCR) that can be accessed by the Headteacher. Induction of new staff will still conform to requirements as detailed in KCSiE despite this being likely to be through a virtual process rather than face to face.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason Milborne St Andrew First School have concerns about the individual, they may obtain a new check in the usual way.
Milborne St Andrew First School will continue to follow its 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 163 of KCSIE.

Visiting contractors or agency staff will equally still be required to have demonstrated the appropriate levels of checks as details in KCSiE 2020.

5. Transition of children

DSL (or appropriate member of staff e.g. nominated key worker) will prior to a vulnerable child returning to school after a period of absence contact them and their families to identify any change in circumstance that has occurred since school closures.

Milborne St Andrew First School will continue to support and advise families on how to keep their child safe (e.g. online safety and mental health awareness) via a variety of different communications.

6. Summary of key points

- The best interests of children must always continue to come first.
- If anyone at Milborne St Andrew First Schoolhas a safeguarding concern about any child or a concern about a colleague, they should continue to act and act immediately as per established procedures.
- DSL or deputy should always be available or contactable and staff will know who this is on a daily basis and how to contact them.
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.

7.0 References

2.7.2020. Guidance for the full opening: Schools: DFE
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools. (accessed 21.7.2020)

20.5.2020. Guidance. Coronavirus (COVID 19): Safeguarding in schools, colleges and other providers.
DFE. https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers (accessed 21.7.2020)

Signatures

DSL:	

Safeguarding Governor:	
Date ratified by governors:	
Date shared with staff:	
Date reviewed and updated	

Appendix 2

Useful contacts

Local authority Designated Officer (LADO) 01305 221122

Children's Advice and Duty service (ChaD) 01305 228558

Safeguarding and Standards Advisor's Schools 01305 221122