

GREENFIELDS PRIMARY SCHOOL



SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS AND EDUCATION SERVICES

UPDATE RECENT CHANGES TO THIS POLICY (2019-20)

This policy was reviewed and ratified by the Governing Body on [date]

The following persons are authorised to approve minor changes between reviews:

Chair of Governors [name] Saadat Rasool.....

Safeguarding Lead Governor [name] Saadat Rasool.....

Since ratification by the Governing Body the following changes have been made –

The following additions are based on DfE guidance up to 31/3/2020 – DfE guidance issued after this date must also be applied.

Where the DfE have highlighted areas for a strengthened focus the “in my school this means that” section must be completed.



Date of Change: 1 st April 2020		
Addition	DfE guidance	https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings
Addition	BCC guidance vulnerable children	https://www.birmingham.gov.uk/downloads/file/15896/safeguarding_guidance_during_school_closure
Addition	BCC guidance for collaborative/ hub schools	 HUB- Collaborative schools guidance.doc
Addition	DfE guidance	https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools
Strengthened focus	DfE guidance	<p>The continued importance of all staff and volunteers acting immediately on any safeguarding concern.</p> <p>In my school this means that;</p> <p>All existing school and college staff will already have had safeguarding training and have read part 1 of KCSIE. Staff will be made aware of any new local arrangements, especially if these are being reviewed/changed as a result of more children returning, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter the school or college, they will be provided with a safeguarding induction. An up to date child protection policy (described above) will support this process as will part 1 of KCSIE.</p> <ul style="list-style-type: none"> • the best interests of children must always continue to come first • if anyone in a school or college 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 <p>All school staff and volunteers have access to a trained DSL (or deputy) and know on any given day who that person is and how to speak to them.</p>



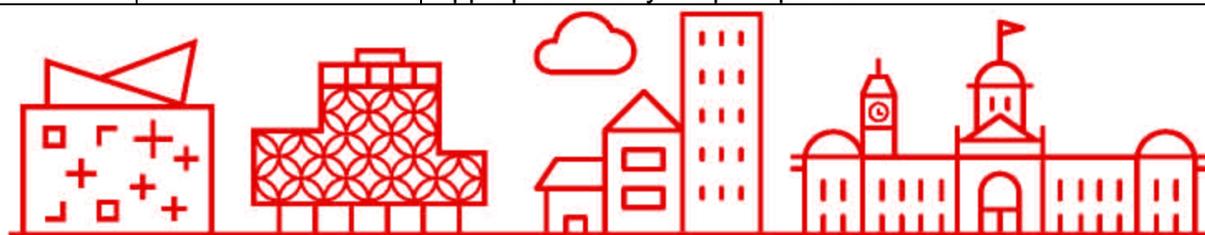
Strengthened focus	DfE guidance	<p>What staff and volunteers should do if they have any concerns about a child</p> <p>In my school this means that;</p> <p>Refer to School Safeguarding & Child Protection Policy 2019 - 2020</p> <p>12.0 – 12.6 WHAT WE WILL DO WHEN WE ARE CONCERNED- EARLY HELP RESPONSE</p> <p>All staff and volunteers continue to act immediately on any safeguarding concerns, including new concerns where children are returning. Following ‘business as usual’ procedures of reporting to a DSL, ensuring accurate documentation is made in the Safeguarding Register.</p> <p>Should the professional opinion of the DSL indicate that a multi-agency Early Help response is required in order to meet the unmet safeguarding need, the DSL will generally lead on liaising with other agencies and setting up an Early Help Assessment and an Our Family Plan and register these documents with the Early Help Support Team. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.</p> <p>Should the DSL feel that a Think Family or Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children’s Advice and Support Service (CASS) as required.</p>
Strengthened focus	DfE guidance	<p>DSL (and deputy) arrangements.</p> <p>In my school this means that;</p> <p>A trained DSL (or deputy) from the school or college will be available on site or to be contacted via phone or online video - for example working from home</p> <p>sharing trained DSLs (or deputies) across Redstone Academy and Greenfields Primary School, (who should be available to be contacted via phone or online video)</p> <p>Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader will take responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children’s social workers where they require access to children in need and/or to</p>



		<p>carry out statutory assessments at the school or college.</p> <p>The DSL (or deputy) will provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school. Where possible staff will 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.</p> <p>DSL training is unlikely to take place during this period (the option of online training will be explored). For the period coronavirus measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</p> <p>DSLs (and deputies) will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters, and professional advice groups.</p>
Strengthened focus	DfE guidance	<p>Peer on peer abuse - given the very different circumstances schools and colleges are operating in, a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)</p> <p>In my school this means that;</p> <p>Refer to School Safeguarding & Child Protection Policy 2019 - 2020</p> <p>16.0 – PEER ON PEER ABUSE</p> <p>It is important that school and college can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/hazing and sexual violence and harassment. Our school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and should never be tolerated or diminished in significance. Our staff recognise that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys perpetrators.</p> <p>We will follow both national and local guidance and policies (section 23.2) to support any children subject to peer on peer abuse,</p>



		<p>including sexting (also known as youth produced sexual imagery) and gang violence.</p> <p>Our staff will not tolerate instances of peer on peer abuse and will not pass it off as “banter”, “just having a laugh” or “part of growing up”.</p> <p>Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003</p>
Strengthened focus	DfE guidance	<p>What staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)</p> <p>In my school this means that;</p> <p>Refer to School Safeguarding & Child Protection Policy 2019 - 2020</p> <p>RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF</p> <p><i>See also Birmingham Safeguarding Children Board Procedures on Allegations against Staff and Volunteers.</i></p> <p>This procedure must be used in any case in which it is alleged member of staff, Governor, visiting professional or volunteer has:</p> <ul style="list-style-type: none"> • 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; or • Behaved in a way that indicates s/he is unsuitable to work with children.
Strengthened focus	DfE guidance	<p>Any arrangements to support children that the school or college are concerned about who do not meet the ‘vulnerable’ definition.</p> <p>school this means that; Where unmet needs have been identified for a child/ young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will add the child/young person to our records of children with a safeguarding vulnerability, and support school staff to deliver an appropriate Early Help response.</p>



Strengthened focus	DfE guidance	<p>What arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed.</p> <p>In my school this means that;</p> <p>The school will continue to ensure that appropriate filters and monitoring systems (read guidance on what “appropriate” looks like) are in place to protect children when they are online on the school’s IT systems. Schools will consider who in their institution has the technical knowledge to maintain safe IT arrangements. School will also consider what their contingency arrangements are if their IT staff become unavailable.</p> <ul style="list-style-type: none"> • The UK Council for Internet Safety provides information to help governing bodies and proprietors assure themselves that any new arrangements continue to effectively safeguard children online. • Internet Matters vulnerable children in a digital world-report may help governing bodies, proprietors, senior leaders and DSLs understand more about the potential increased risks some groups of children can face online. • The UK Safer Internet Centre’s professional online safety helpline, email helpline@saferinternet.org.uk or telephone 0344 381 4772 provides support for the children’s workforce with any online safety issues they face. <p>Remote education</p> <p>The department has provided guidance on safeguarding and remote education to support schools and colleges plan lessons safely. Case studies are available for schools to learn from each other’s emerging practice as they develop their approaches to providing remote education.</p> <p>Virtual lessons and live streaming</p> <p>There is no expectation that teachers should live stream or provide pre-recorded videos. Schools and colleges should consider the approaches that best suit the needs of their children and staff.</p> <ul style="list-style-type: none"> • Guidance from the National Cyber Security Centre on which video conference service is right for you and using video



		<p>conferencing services securely can help set up video conferencing safely, if you choose to use it.</p> <ul style="list-style-type: none">• In addition, guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice for real time online teaching and the London Grid for Learning safeguarding advice includes platform specific advice.
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It is important that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

