

MODEL WHOLE ACADEMY POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

October 2020 Update

Policy in-year update log

October 2020

1. Policy updated to reflect change in roles and responsibilities at Board level, in particular the name and contact details of the Chair of the Board
2. Amendment to reflect the Interim CEO position
3. Addition of Suffolk MASH and Domestic Violence notifications to reflect West Row and Glade Academy arrangements
4. Replacement of “school” with “academy”
5. Annex A updated to reflect KCSIE 2020 and updated paragraph numbers within this.

WHOLE ACADEMY POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

EASTERN MULTI ACADEMY TRUST

Policy Consultation & Review

This policy is available on our **Trust** website and is available on request from the **Trust** office. We also inform parents and carers about the **local version of this policy** when their children join our academies and through our academy newsletter.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

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

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Board on [insert date]. It is due for review on [insert date].

Signature

Chief Executive Officer

Date:

Signature

Chair of Trust Board

Date:

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1. PURPOSE & AIMS

1.1 The purpose of **Eastern Multi Academy Trust's** safeguarding policy is to ensure every child who is a registered pupil **in our Trust** is safe and protected from harm. This means we will always work to:

- Protect children and young people at our **academies** from maltreatment;
- Prevent impairment of our children's and young people's mental and physical health or development;
- Ensure that children and young people at our **academies** grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our **academies** to have the best outcomes.

1.2 This policy will give clear direction to all staff including supply staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our **academies**.

1.3 Our **academies** fully recognise the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our **academies**. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from **our academies** or who go missing from education, particularly on repeat occasions. The Attendance Leads will regularly liaise with the Designated Safeguarding Leads to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our **academies** will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our **academies** will be able to talk freely to any member of staff at our academy if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our **academies** play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. It will include covering relevant issues through Relationship Education, Relationships and Sex Education and Health Education. This will also be extended to include material that will encourage our children to develop essential life skills. Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance ['Teaching online safety in academy.'](#)

At Eastgate Academy our curriculum is used to promote safeguarding pupils by teaching pupils how to stay safe and to protect themselves from harm. Our children are taught about the role of safeguarding and how to take responsibility for their own and others safety in and out of school. Restorative approaches are followed at Eastgate Academy. The school teaches online safety throughout the year including involvement with external agencies such as NSPCC. We also provide taught sessions about Sex and Relationships. Educational visits will always have thorough risk assessments undertaken which are shared with adults and children.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) (2018) and the [Norfolk/Suffolk Multi Agency Safeguarding Partnership arrangements](#).

2.6 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Paul Shanks	Paul.Shanks@eastern-mat.co.uk
Deputy DSL	Hazel Spinks	Hazel.Spinks@eastern-mat.co.uk
Interim Chief Executive Officer	Alan Evans	Alan.Evans@eastern-mat.co.uk
Named Safeguarding Trustee	Julie Perry	Julie.Perry@eastern-mat.co.uk
Chair of Trustees	Julie Perry	Julie.Perry@eastern-mat.co.uk

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our academies to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at these academies. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

3.2 The **Board of Trustee's** of **Eastern Multi Academy Trust** is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the academy.

3.3 The **Board of Trustee's** will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our academies websites and has been written in line with Local Authority guidance and the requirements of the Norfolk/Suffolk Safeguarding Children Partnership policies and procedures;
- The academies contributes to inter-agency working in line with in line with Working Together to Safeguard Children (2018);

- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.
- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the academy's safeguarding response for those pupils who go missing from education as detailed in section 6 of this policy.
- All staff undertake appropriate child protection training that is updated annually and on-line safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2020);

This policy includes detailed information on the procedures and processes to follow regarding peer on peer abuse, the recognition of it and the different forms it may take.

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The **Trust Board** will receive a safeguarding report through each **educational committee meeting** that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the academies. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Chief Executive Officer (CEO)

3.5 At **Eastern Multi Academy Trust** the **CEO** is responsible for:

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

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the

Executive Leadership Team who takes lead responsibility for safeguarding and child protection within our **Trust**. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of ['Keeping Children Safe in Education'](#).

3.7 The DSL will provide advice and support to other staff on child welfare and

child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.8 During term time the designated safeguarding lead and or a deputy will

always be available (during academy or college hours) for staff in our **academies** to discuss any safeguarding concerns.

3.9 The DSL at **Eastern Multi Academy Trust Academies** will represent our academy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL's will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 **Our** DSL's will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

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

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

3.13 We recognise that 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. **Our DSL's** will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. **Our DSL's** will ensure that 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.

4. TRAINING & INDUCTION

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

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within **one day** of joining the academy. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our academy.

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

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

4.4 All regular visitors, temporary staff and volunteers to our academy will be given a set of our safeguarding procedures; they will be informed of whom our DSL's and alternate staff members are and what the recording and reporting system is. (See Appendix 2). **All academy offer leaflets or advice at signing in as to whom the DSL and Assistant DSL is.**

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

4.6 Our **Trust Board and Academy Councils** will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our academies. Training for Governors to support them in their safeguarding role is available from [Norfolk/Suffolk Governor Services](#).

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of '*Keeping Children Safe in Education*' (2020) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk/Suffolk Safeguarding Children Partnership and within the [Safeguarding Section](#) of the [Norfolk/Suffolk Academies website](#)..

5. PROCEDURES FOR MANAGING CONCERNS

5.1 **Eastern Multi Academy Trust Academies** adhere to child protection procedures that have been agreed locally through the Norfolk/Suffolk Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk/Suffolk Local Assessment Protocol](#) and the [Norfolk/Suffolk Threshold Guidance](#).

5.2 Every member of staff including volunteers working with children at our academies are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL's to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff **in the MAT**, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) **in each academy** should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our academies. Any member of staff or visitor to the academies who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Norfolk/Suffolk Children's Advice & Duty Service (CADS/MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Norfolk/Suffolk Children's Services procedures as outlined in Appendix 3.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Norfolk/Suffolk CADS/MASH immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Principal. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Norfolk/Suffolk CADS/MASH, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Principal are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the **Chief Executive Officer or the Chair of the Trust Board**. If any member of staff

does not feel the situation has been addressed appropriately at this point should contact Norfolk/Suffolk CADS/MASH directly with their concerns.

6. Specific Safeguarding Issues

Contextual safeguarding

6.1 At **EMAT** we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the academy environment and/or can occur between children outside of the academy. This is known as contextual safeguarding. It is key that all **Trust staff both central and academy staff** understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL's can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): County Lines

6.4 At **EMAT academies** we train staff to recognise that both CSE and CCE are forms of abuse and 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. 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.

6.5 At **EMAT** Academies we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology.

6.6 At **EMAT** Academies we understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban

areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a referral to the Children's Advice and Duty Service (CADS/MASH) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

6.7 At **EMAT** Academies we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV, they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

6.8 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)

6.9 At **EMAT** Academies we recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. The Forced Marriage Unit has [statutory guidance](#) and [Multi-agency guidelines](#) and can be contacted for advice or more information: Contact 020 7008 0151 or email fmf@fco.gov.uk

Preventing radicalisation and extremism

6.10 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At **EMAT** Academies, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in academy and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our academy by using effective filtering and usage policies.
- The DSL's have received Prevent training and will act as the point of contact within our academy for any concerns relating to radicalisation and extremism.
- The DSL's will make referrals in accordance with [Norfolk/Suffolk Channel procedures](#) and will represent our academy at Channel meetings as required.

- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Peer on peer abuse

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

6.12 At **EMAT academies** all staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

6.13 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL's will respond to any concerns related to peer on peer abuse in line with guidance outlined in Part five of 'Keeping Children Safe in Education' and '[Sexual violence and sexual harassment between children in academies and colleges](#)' (May 2018). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

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

Safeguarding responses to children who go missing

6.15 At **EMAT academies** all staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

6.16 At **EMAT academies** we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who missing:

- An attendance register is taken at the start of the first session of each academy day and once during the second session;
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from academy;
- The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.

Mental Health

6.17 At **EMAT academies** all staff are made aware, through training, 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. Our staff 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.

6.18 We understand that 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. Therefore, through training, staff are aware of how children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

6.19 At **EMAT academies** we have clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the [Mental Health and Behaviour in Academies' DfE guidance for further support.](#)

7. RECORDS AND INFORMATION SHARING

7.1 If staff are concerned about the welfare or safety of any child at our academy, they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

7.4 When a child leaves our academy, the DSL will make contact with the DSL at the new academy and will ensure that the child protection file is forwarded to the receiving academy in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving academy and/or evidence of recorded delivery. Where a parent elects to remove their child from the academy roll to home educate, the academy will make arrangements to pass any safeguarding concerns to the [Services to Home Educators Team](#) within Norfolk/Suffolk County Council.

8. WORKING WITH PARENTS & CARERS

8.1 **EMAT academies** are committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new pupils join our academies, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the academy websites. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to contact Norfolk/Suffolk Children's Advice & Duty Service.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

8.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the academy has about a child will not prevent the DSL making a referral to Norfolk/Suffolk CADS/MASH in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, our academies require parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;

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

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

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

9. CHILD PROTECTION CONFERENCES

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

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

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

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

10. SAFER RECRUITMENT

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

10.2 At **EMAT** academies we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

10.3 We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure that it meets statutory requirements with a representative from the HR team.

11. SAFER WORKING PRACTICE

11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

11.2 All staff will be provided with a copy of our academy's code of conduct at induction. They will be expected to know our academy's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk/Suffolk Steps training will be kept by the Principal.

11.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#) (May 2019). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many

allegations are genuine and there are some adults who deliberately seek to harm or abuse children. There may also been circumstances where a member of staff or volunteer is involved in an incident outside of academy/college which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

12.3 We will take all possible steps to safeguard our children and to ensure that the adults in our academies are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in the local protocol [Allegations Against Persons who Work with Children](#) and Part 4 of '*Keeping Children Safe in Education*', DfE (2020) are adhered to and will seek appropriate advice. The first point of contact for academies regarding LADO issues is via the Local Authority Duty Desk on 01603 307797. A Duty Advisor will give advice and guidance on next steps. If the advice is to make a referral to LADO then the form should be completed. Direct contact details for the LADO are- e-mail: LADO@Norfolk/Suffolk.gov.uk or telephone 01603 223693. See Appendix 4 for further details.

12.4 If an allegation is made or information is received about *any* adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Principal, this will be reported to the Chair of Governors. In the event that neither the Principal nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the Vice Chair of Governors.

12.5 The Principal or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

12.6 When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the academy is not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that the academy will usually take the lead in conducting an investigation as we have direct access to any affected children and other academy staff to collect the facts.

12.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors/**Trust Board** should contact the LADO directly on 01603 223693. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

Concerns including allegations that may meet the harms test should be addressed as set out in Part four of this guidance

12.7 The Academies have a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a

member of staff at our academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

13 RELEVANT POLICIES

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

- Staff Code of Conduct
- Anti-Bullying
- Behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- On-line Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

14. STATUTORY FRAMEWORK

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

[Working Together to Safeguard Children](#) DfE (July 2018)

[Keeping Children Safe in Education](#) DfE (2020)

[Norfolk/Suffolk Safeguarding Children Partnership procedures](#)

[Norfolk/Suffolk Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work with Children](#)

[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (May 2019)

[What to do if you're worried a child is being abused](#) DfE (March 2015)

[Information sharing: advice for practitioners providing safeguarding services](#) DfE (July 2018)

[The Prevent duty: Departmental advice for academies and childcare providers](#) DfE (June 2015)

[Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)

[Sexual violence and sexual harassment between children in academies and colleges DfE \(May 2018\)](#)

[Child sexual exploitation: guide for practitioners DfE \(February 2017\)](#)

[Teaching online safety in academy DfE \(June 2019\)](#)

[Mental Health and Behaviour in Academies DfE \(November 2018\)](#)

[Data protection: toolkit for academies DfE \(September 2018\)](#)

Appendix 1: Draft Recording Form for Safeguarding Concerns

Appendix 1: Draft Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to [ENTER NAME OF DSL] if they have a safeguarding concern about a child in our school.

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

Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Time & date of incident:

Who are you passing this information to?

Name:

Position:

[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]

[Make it clear if you have raised a concern about a similar issue previously]

Time form received by DSL:

Enter your school name/logo here

Action taken by DSL:

Referred to...?

Attendance
Lead

☐

Police

☐

Just One
Norfolk

☐

CADS

☐

PSA

☐

Family Support

☐

Other

☐

Date:

Time:

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

Feedback given to...?

☐

Pastoral team

☐

Teacher

☐

Child

☐

Person who recorded disclosure

Further Action Agreed:

e.g. School to instigate a Family Support Process, assessment by Children's Services

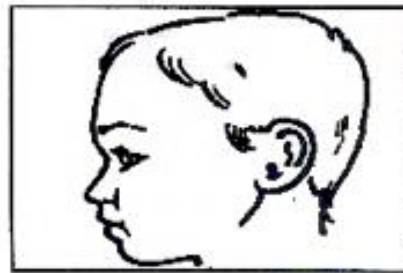
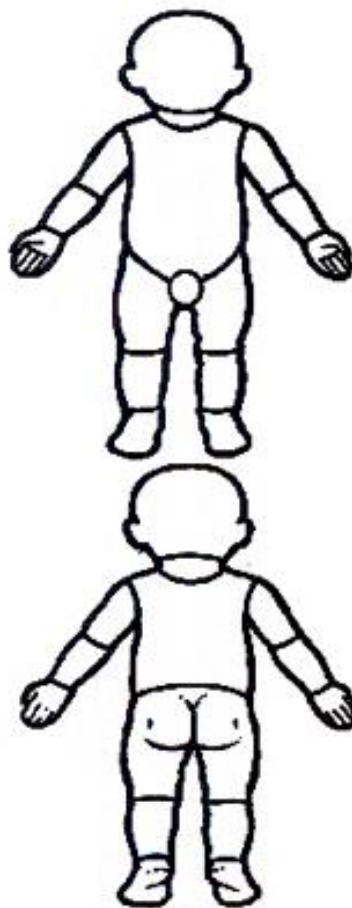
Full name:

DSL Signature:



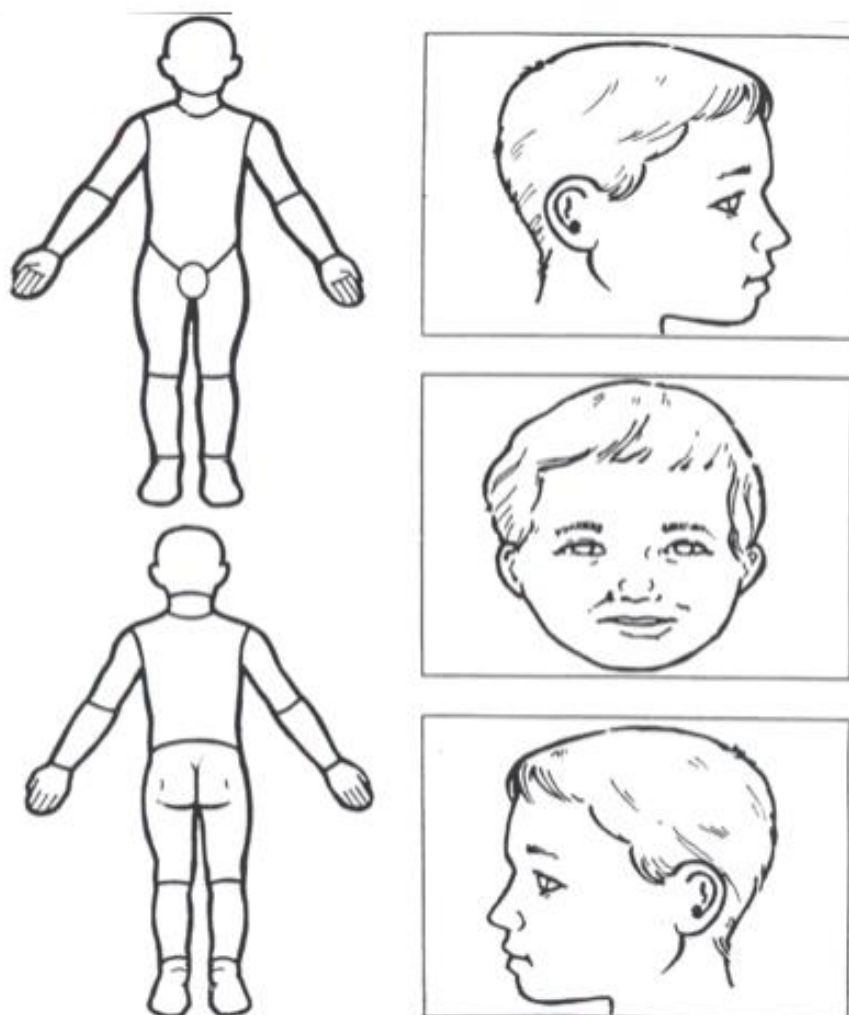
Body Map

Young Child



Indicate clearly where the injury was seen and attach this to the Recording Form

Older Child



Indicate clearly where the injury was seen and attach this to the Recording Form

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

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

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

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

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

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

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

Key Academy Contacts

Designated Safeguarding Lead (DSL):

Location of office:

Contact Number:

Deputy Designated Lead:

Location of office:

Contact Number:

Chair of Governing Body:

Contact Number:

At _____ academy we strive to safeguard and promote the welfare of all of our children.

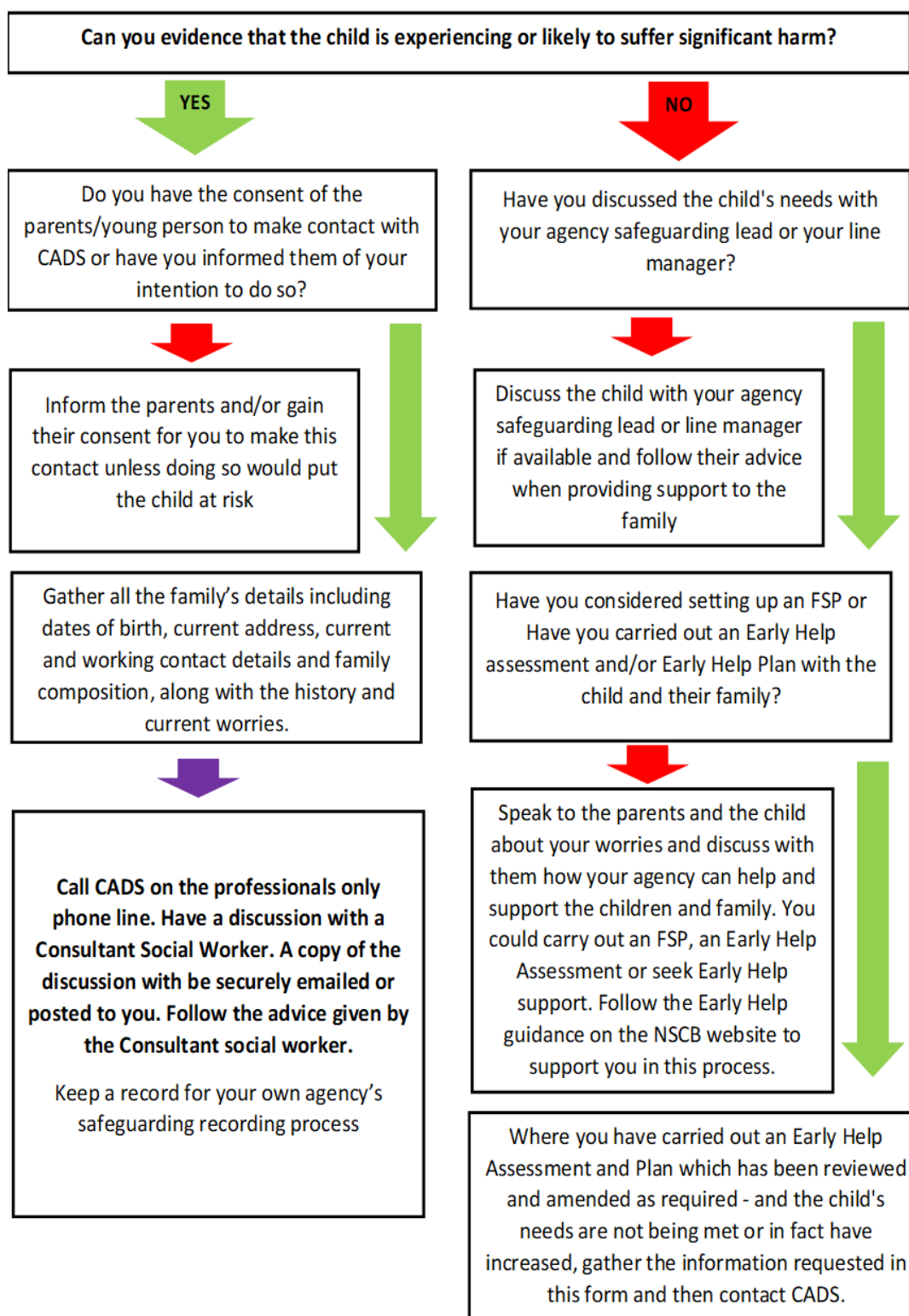
Appendix 3: Local Safeguarding Procedures

Children's Advice and Duty Service- CADS/MASH

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

Children's Advice and Duty Service- CADS

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



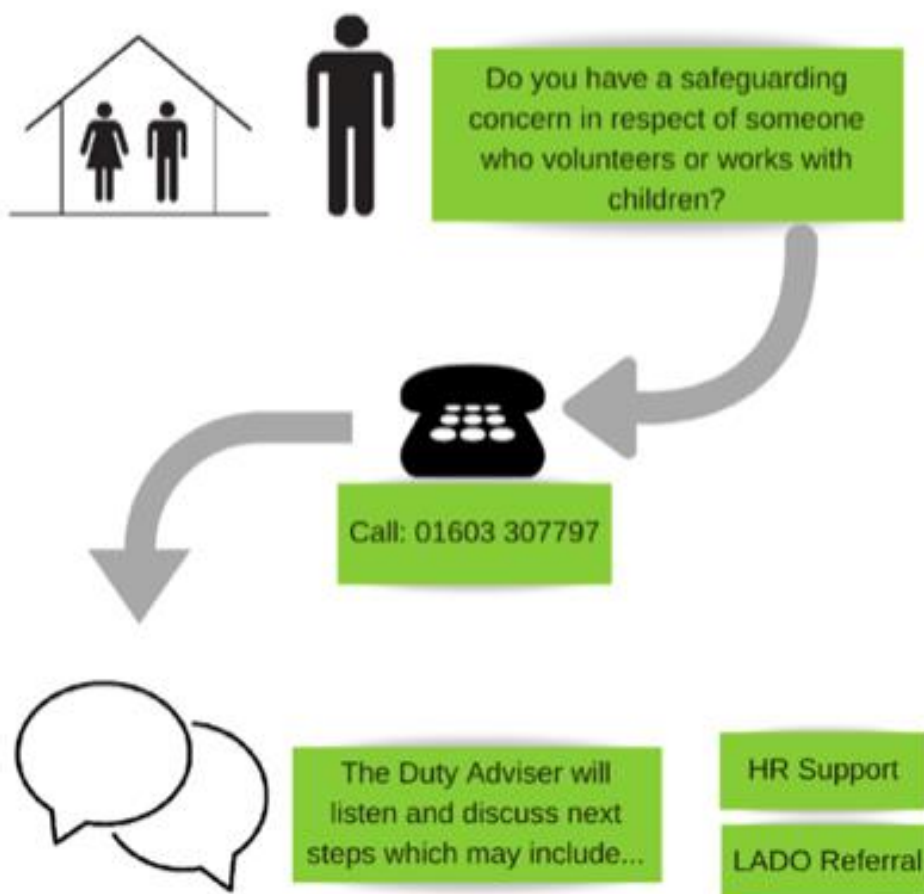
Appendix 4: Advice for academies, colleges and alternative education providers where there are concerns about an adult who works within the setting.



Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



Appendix 5: Arrangements for Safeguarding and Child Protection during COVID- 19 at [Enter academy name]

This addendum to our Safeguarding and Child Protection Policy contains additional information about our safeguarding arrangements in the following areas:

- 5.1 Context
- 5.2 Key Contact Information
- 5.3 Vulnerable children
- 5.4 Attendance monitoring
- 5.5 Designated Safeguarding Lead
- 5.6 Reporting a concern
- 5.7 Staff Safeguarding Training and induction
- 5.8 Safer recruitment/volunteers and movement of staff
- 5.9 Children Moving Academies
- 5.10 Online safety
- 5.11 Mental Health

5.1 Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for academies to remain open to provide care for a limited number of children; children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

From 1st June 2020 the DfE's expectation is for academies to begin welcoming back more children from nominated year groups. Whilst the ages and number of children returning will vary from institution to institution, the safeguarding principles to protect those children from harm and abuse will remain the same.

It is crucial that all staff and volunteers understand the continued importance of acting immediately on any safeguarding concerns that arise. The key principles of our approach to safeguarding and promoting the welfare of children and young people at our academy remain the same. This guidance has been developed to give clear direction to staff, volunteers, visitors and parents about our safeguarding procedures in light of the current national and local situation. This appendix should be read in conjunction with the whole academy safeguarding policy and not as a standalone document. Unless otherwise stated within this guidance, our normal safeguarding procedures should be adhered to.

5.2 Key Academy Contact Information:

ROLE	NAME	CONTACT DETAILS (INCLUDING THOSE WHEN WORKING REMOTELY)
Designated Safeguarding Lead (DSL)		
Deputy DSL		
Nominated Senior Leader in the absence of a trained DSL		
Principal		
Named Safeguarding Academy Council Member		
Chair of Academy Council		

5.3 Providing Academy places for Vulnerable Children

For the purposes of this guidance, vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, in line with the [DfE guidance](#).

At [insert academy name] we will risk assess the needs of all pupils with an EHC plan in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a academy or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. In line with Government guidance, we appreciate that many children and young people with EHC plans can safely remain at home.

At [insert academy name] our Designated Safeguarding Leads and other Senior Leaders 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 Academy Head (VSH) for looked-after and previously looked-after children.

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 academy staff will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID-19, academy staff and/or the child's allocated social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Our Designated Safeguarding Leads know who our most vulnerable children are. As a academy, we have the flexibility to offer a place to other pupils we identify as being vulnerable who may be on the edge of receiving children's social care support.

5.4 Attendance monitoring

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

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

[\[The academy should include a section here that explicitly identifies their specific responses to children who do not attend during this time as expected including key roles, the use of telephone calls and visits where applicable\]](#)

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

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

5.5 The Designated Safeguarding Lead

We have identified key designated contacts for safeguarding at our academy in section 4.2. of this guidance.

At [\[INSERT ACADEMY NAME\]](#) we aim to have a trained DSL (or deputy) available on site whenever possible. We recognise however that this may not be possible, and where this is the case, we will endeavour to ensure that a trained DSL or deputy from the academy or college can be available to be contacted via phone or online when they are working remotely from home. In some circumstances we might also work with other settings to share trained DSLs or deputies with other academies or colleges (who should be available to be contacted via phone or online video).

Where a trained DSL or deputy is not on site, a senior leader will take responsibility for co-ordinating safeguarding arrangements in place on-site. This might include updating and managing access to child protection/ our online safeguarding management information system, liaising with the off-site DSL (and/or deputy) and, as necessary, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the academy or college.

We will ensure that all staff and volunteers know how to contact and have access to advice from a trained DSL (or deputy). Each day, staff will be made aware of who that person is and how to contact them.

We will continue to work in partnership with children, parents and other agencies to safeguard and promote the welfare of children. Our DSLs will keep up to date with the latest [Norfolk/Suffolk Safeguarding Children Partnership advice](#) and guidance from the [LA](#). Our

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

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

5.6 Procedures for Reporting Concerns

The principles for responding to safeguarding concerns as outlined in Section 5 of the main body of the safeguarding policy still apply. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

As more children return to academy from 1 June staff are reminded of the need to report any concern immediately and without delay in line with our usual procedures. This will include identifying new safeguarding concerns about individual children as they see them in person following partial academy closures. We will also continue to support pupils who are not attending or expected to attend and consider the vulnerability of these children and families.

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

[The academy should include a section here that explicitly identifies how staff should report concerns if they are working remotely – key questions to consider: what should staff do if they cannot access the usual recording systems whether they are paper or electronic? How should they report their concerns while maintaining confidentiality and safe processing of data?]

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

5.7 Staff Training and induction

All existing staff and volunteers have received a safeguarding induction and training. They have read part 1 of Keeping Children Safe in Education (2019) and are expected to continue to follow this guidance. The DSL will ensure that all existing staff receive this addendum to the safeguarding policy and will communicate any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers join our academy, they will continue to be provided with a safeguarding induction as outlined in Section 4 of the main policy.

If staff are deployed from another education or children's workforce setting to work in our academy, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. This means that on arrival to our academy, we will verify that they have received safeguarding training and they will be given a copy of our safeguarding policy and information about our procedures including information about our DSL arrangements.

5.8 Safer recruitment of staff & volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow our safer recruitment and selection policy, the procedures outlined in Section 10 of the safeguarding policy and Part 3 of Keeping Children Safe in Education (2019).

In those circumstances where we continue to use volunteers in our academy, we will continue to follow the checking and risk assessment processes as set out in paragraphs 167 to 172 of KCSIE and our own safer recruitment and selection policy. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

If staff are deployed from another education or children's workforce setting to work in our academy, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. This means that we will risk assess the movement of staff and seek written assurances from the current employer that the individual has undergone all the safer recruitment required checks as set out in Part 3 of KCSIE and there are no concerns about their suitability to work with children.

At [insert name of academy] we will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult in accordance with 'Keeping Children Safe in Education' (2019). We will also continue to make referrals to the Teaching Regulation Agency (TRA) in line with statutory guidance and understand that during the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk.

Whilst acknowledging the challenge of the current environment, [insert name of academy] we understand that it is essential from a safeguarding perspective that, on any given day, we are aware of which staff/volunteers will be in the academy, and that appropriate checks have been carried out. We will continue to keep the single central record (SCR) up to date and use this as a means to log everyone that will be working or volunteering in our academy or college on any given day, including any staff who may be on loan from other institutions. The SCR will also be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

5.9 Children moving academies and colleges

In some circumstances our pupils may need to attend another setting. In order to support children attending another setting during this time, the DSL will endeavour to contact the DSL at the receiving academy to provide any relevant welfare and child protection information including any arrangements in place to support them. We will continue to pay regard to data protection and GDPR but these do not prevent the sharing of information for the purposes of keeping children safe.

As a minimum, we will ensure that the receiving setting has access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This will ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Where it is not possible for this exchange of information to occur between DSLs the identified senior leaders will take responsibility for this.

5.10 Online Safety

At [insert name of academy] we recognise that it is more important than ever that we provide a safe environment for pupils including online. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online via our IT systems and/or recommended resources.

The safety of pupils when they are asked to work online is of paramount importance. The same principles as set out in our staff code of conduct must be applied to all online teaching. All staff should ensure that they have read the staff code of conduct, associated [safer working practice guidance](#) and DfE guidance '[Safeguarding and remote education during coronavirus \(COVID-19\)](#)' and are clear about the acceptable use of technologies, staff/pupil/student relationships and communication including the use of social media.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

We will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes to key academy staff, we will also signpost children to age appropriate practical support from external organisations such as:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

We will also communicate with parents to reinforce the importance of children being safe online. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access as well as who from the academy or college (if anyone) their child is going to be interacting with online.

Where parents and carers choose to supplement the academy's online offer with support from online companies and in some cases individual tutors, we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

We will signpost parents and carers to advice that will help them keep their children safe online including:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online.
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- [Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.

- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- [Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation.
- [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.

5.11 Mental Health

At [\[insert name of academy\]](#) we recognise that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. As more children return to academy, we will ensure appropriate support is in place for them.

We will ensure that staff understand that mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. DSLs will make reference to the DfE guidance [Mental health and behaviour in academies](#) to help identify children who might need additional support, and to put this support in place.