

OVERTON GRANGE SCHOOL



CHILD PROTECTION
POLICY AND PROCEDURES

2023 -24

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CHILD PROTECTION POLICY and PROCEDURES

CHILD PROTECTION POLICY

INTRODUCTION

"THE WELFARE OF THE CHILD IS PARAMOUNT"

At Overton Grange School the safety and welfare of our students is of the utmost importance. Because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. All adults working in the school must protect children from harm and abuse and be aware that any student may be at risk of harm or abuse. We have a duty to safeguard and promote the welfare of our students under the Education Act 2002 and Children Act 1989 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

In addition to our child protection policy and procedures, we have policies and procedures to cover the roles of staff, students, parents and carers in respect of health and safety, anti-bullying, e-safety, positive handling and discrimination. We also ensure that issues of child protection are raised with students through the Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) curriculum. Our policy applies to all staff, governors and volunteers working in the school and students and parents are informed about this and our other policies in the school prospectus and on our website. There are a number of elements to our Child Protection Policy:

- Ensuring that students have a safe space to speak to a trusted adult, where they can raise concerns;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Establishing and maintaining a safe environment in which students feel secure and are encouraged to talk freely about anything that concerns them;
- Ensuring students know there are adults in the school who they can approach if they are worried about anything
- Raising awareness of child protection issues amongst all staff and volunteers and of what to do if they have concerns. This includes raising awareness of any current issues such as: Child abduction and community safety incidents; Child Criminal Exploitation (CCE); Child Sexual Exploitation (CSE); County lines; Children and the court system; Children missing from education; Children with family members in prison; Cybercrime; Domestic abuse; Homelessness; Mental health; Modern Slavery; Preventing radicalisation (The Prevent Duty and Channel); Sexual violence and sexual harassment between children in school; Serious Violence; So-called 'honour'-based abuse; FGM; Forced marriage (see 'Keeping Children Safe in Education' ,DfE, September 2023).

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- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings
- Including opportunities in the curriculum and through pastoral support to develop and equip students with the skills needed to recognise risks and stay safe from abuse
- Working with other local agencies to provide early help to promote the welfare of identified students and to prevent further problems arising
- Supporting students who have been abused or may be at risk of harm in accordance with any agreed child protection plan
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer
- Ensuring staff follow accepted “safe practice” principles when working with students
- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children (in line with statutory guidance)
- Ensuring that the school creates an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

If there are Child Protection concerns the **London Child Protection Procedures** (www.londoncp.co.uk) must be followed. The Sutton Local Safeguarding Children Partnership (LSCP) has adopted these procedures.

The school’s Child Protection Policy and Procedures also accord with:

- ‘Keeping Children Safe in Education’ (*DfE, September 2023*)
- ‘Working Together to Safeguard Children’ (*HM Government, July 2018*).
- ‘What to do if you’re worried a child is being abused’ (*HM Government, March 2015*)

If lower level concerns or needs (i.e. not child protection) are identified about a particular student the London Continuum of Need (*London Child Protection Procedures*) will be followed.

<h3>DEFINITIONS</h3>

Safeguarding and promoting the welfare of children is defined as

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

(‘Keeping Children Safe in Education’, *DfE, September 2023*).

Children includes **everyone under the age of 18**. However, we have a duty of care to all students.

Where a child is **suffering significant harm**, or **is likely to do so**, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk

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All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

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

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

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access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All school staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

The school will follow the guidance in 'Keeping Children Safe in Education' (DfE, September 2023): **Responding to reports of sexual violence and sexual harassment** (paragraphs 446 – 558)

All school staff should be aware that students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, they may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All school staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

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RECOGNITION

Some of the following signs might be **indicators of abuse or neglect**:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who change friendships or have relationships with older individuals or groups
- Children who have a significant decline in performance
- Children who show signs of self-harm or a significant change in wellbeing
- Children who show signs of assault or unexplained injuries
- Children who have unexplained gifts or new possessions
- Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who fail reach developmental milestones, such as learning to speak or walk, late, with no medical reason
- Children who are regularly missing from school or home
- Children who are missing from education
- Children who are reluctant to go home after school
- Children with poor school attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' concerns
- Parents who collect their children from school when drunk, or under the influence of drugs
- Children who drink alcohol regularly from an early age
- Children who are concerned for younger siblings without explaining why
- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movements.

Please note: this is not an exhaustive list

All staff should also be aware that **mental health problems** can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

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Students with special educational needs and disabilities

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. 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 condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

To address these additional challenges, the school will consider extra pastoral support for children with SEND and disabilities.

DESIGNATED SAFEGUARDING LEADS

Our Designated Safeguarding Leads are **Charlotte Treagus** and **Glen Baldwin**. Their deputies, when they are absent, are **Pep Nicol** and **Paddy Bowles**. They are responsible for child protection issues. Any member of staff concerned about a student should speak directly to the Designated Safeguarding Lead or, in his absence, one of the deputy Designated Safeguarding Leads, immediately. In the unlikely event that they are unavailable, a senior member of staff should be advised. This will ensure that there is always cover for this role. We also have a nominated governor for child protection who is **Simon Doubell** and a deputy, who is **Sentha Balamurugan**

The Designated Safeguarding Lead has a responsibility to provide support to staff members to carry out their safeguarding duties.

During term time, the Designated Safeguarding Lead and/or a deputy should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

The role of the Designated Safeguarding Lead is set out below, following the most recent guidance, 'Keeping Children Safe in Education' (DfE, September 2023):

Manage referrals

The designated safeguarding lead (or deputies) will refer cases

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

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- where a crime may have been committed to the Police as required.

Working with others

The designated safeguarding lead (or deputies) will:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the Headteacher inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult;
- as required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. Concerns and referrals will be kept in a separate child protection file for each child.

Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

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The file will only be accessed by those who need to see it.

Where children leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The child protection file will be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college.

Raising Awareness

The designated safeguarding lead (or deputies) will:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. The designated safeguarding lead will undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

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- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training will support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and

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- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The designated safeguarding lead will be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

DESIGNATED TEACHERS FOR LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Designated Teachers for Looked After Children are Charlotte Treagus and Paddy Bowles. They are responsible for promoting the educational achievement of children who are looked after. They should also ensure that they have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teachers should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher and deputies have received the appropriate training and have the relevant qualifications and experience.

THE ROLE OF INDIVIDUAL STAFF

The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

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All school staff have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify children who may benefit from early help.

All members of school staff should be aware of systems within the school which support safeguarding and these will be explained to them as part of staff induction. This includes: the school's child protection policy (including the policy and procedures to deal with child-on-child abuse); the behaviour policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying); staff behaviour policy (sometimes called a code of conduct); safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All members of school staff will receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All members of school staff should be aware of their local early help process and understand their role in it.

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

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Every member of staff **must** ensure they have read and understood part one and annex A of 'Keeping Children Safe in Education' (DfE, September 2023). This is available as an appendix to this document.

What school staff should look out for

All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection (see above).

Staff members working with children 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.

What school staff should do if they have concerns about a student

Concern about a student must be discussed with the Designated Safeguarding Lead (or deputy) immediately so that if necessary, a referral can be made without delay.

Options will then include:

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- managing any support for the child internally via the school's own pastoral support processes
- an early help assessment
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm

In urgent situations, referral must not be delayed. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

A referral to Children's First Contact Service (CFCS) can be made by any member of staff in exceptional circumstances. This could be if the Designated Safeguarding Lead and both deputies are unavailable or if the member of staff is unhappy with the response from the Designated Safeguarding Lead. In these circumstances, the Designated Safeguarding Lead (or one of the deputies) must be notified as soon as possible.

Members of staff should **not** investigate child protection concerns. This is done by Children's Social Care (in Sutton, the Children and Family Service) or the Police. However, if a student says something, it is vital to listen carefully, so you can record and report it accurately. Records will also assist other members of staff who may have concerns.

All school staff should be prepared to identify children who may benefit from **Early Help**. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- 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 or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;

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- has returned home to their family from care;
- is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

In addition to working with the Designated Safeguarding Lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children.

If staff have **safeguarding concerns, or an allegation is made about another member of staff** (including supply staff and volunteers) posing a risk of harm to children, then this should be referred to the Headteacher. Where there are concerns/allegations about the Headteacher, this should be referred to the Chair of Governors.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared with the Headteacher. Where there are concerns/allegations about the Headteacher, this should be referred to the Chair of Governors.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime and such concerns will be taken seriously by the senior leadership team. Where a staff member or volunteer feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, they should follow the school’s whistle-blowing policy. Other whistleblowing channels may be open to them.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and e-mail: help@nspcc.org.uk

THE ROLE OF GOVERNORS

The Governing Body has strategic leadership responsibility for the school’s safeguarding arrangements and must ensure that they comply with their duties under legislation. They must ensure that policies, procedures and training in the school is effective and complies with the law at all times.

The Governing Body will appoint a Safeguarding Governor and Deputy Safeguarding Governor to take leadership responsibility for their school’s or college’s safeguarding arrangements.

The Governing Body will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governing Body will do all that they reasonably can to limit children’s exposure to the above risks from the school’s IT system. As part of this process, the Governing Body should ensure the school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in

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place and manage them effectively and know how to escalate concerns when identified. The Governing Body should consider the age range of the children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

CONFIDENTIALITY OF RECORDS

Our students and their parents/carers have the right to expect all staff to deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents, carers and, where appropriate, students should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child or young person. Child protection issues relating to individual cases must not be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to students to keep “secrets” (*see procedure below*).

INFORMATION SHARING

Information about safeguarding issues will be shared with staff in school on a ‘need to know’ basis.

When sharing information with other agencies, the school will follow the guidelines in ‘Information Sharing, Advice for practitioners providing safeguarding services to children, young people, parents and carers’ (*HM Government, July 2018*). A copy can be found in the staff shared area.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

The principles that this documents sets out are that information sharing must be:

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Recorded

The most important consideration is whether sharing information is likely to safeguard and protect a child. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

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WORKING WITH CHILDREN AND YOUNG PEOPLE

We recognise that children and young people who are abused, neglected, or who witness abuse or neglect may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and a sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum, which will include: boundaries and consent; stereotyping, prejudice and equality; body confidence and self-esteem; how to recognise an abusive relationship, including coercive and controlling behaviour; the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support; and what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- early help, where the designated safeguarding lead supports staff in liaising with other agencies and setting up an inter-agency assessment/support as appropriate. If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to children's social care if the student's situation doesn't appear to be improving
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- the school behaviour policy which is aimed at supporting vulnerable students in the school; we will ensure that students know that some behaviour is unacceptable and that they are valued and not blamed for any abuse which has occurred
- liaison with other agencies that support students such as social services, the child and adolescent mental health service, the borough school attendance service and the educational psychology service
- ensuring that, where a student with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed

RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF STAFF AND VOLUNTEERS

In our recruitment, selection, training and supervision of staff and volunteers (including governors) we will at all times adhere to the Government guidance contained within 'Working Together to Safeguard Children' (*HM Government, July 2018*) and 'Keeping Children Safe in Education' (*DfE, September 2023*)

In particular, we will ensure that: our interview panel includes at least one member who has completed safer recruitment training (a requirement since January 2010), that we always follow up gaps in previous employment, that we always require specific references from employers for the last five years and that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information has been received. In addition to obtaining the DBS certificate, anyone who is employed to teach will undergo an additional check to ensure that they are not prohibited from teaching.

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Enhanced DBS checks, which include barred list information, will be required for any member of staff or volunteer engaging in a regulated activity. A person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in the school, for teaching, training instructing, caring for or supervising children
- will carry out paid, or unsupervised unpaid, work regularly in the school where that work provides an opportunity for contact with children
- engage in intimate or personal care or overnight activity, even if this happens only once.

We keep a single central record of all staff with the date and outcome of their DBS check so at all times staff, students and parents can be assured this has been done.

Staff will be asked to sign an annual DBS declaration form

The single central record will include a column for 'prohibition from teaching'.

Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the Headteacher.

CONTRACTORS AND OUTSIDE SERVICES

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure, as well as the staff code of conduct. The contractor or individual must agree to this in writing.

In particular, we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information.

Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check will be required (not including barred list information).

Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity.

If a contractor working at a school is self-employed, the school will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The identity of contractors and their staff will be checked on arrival at the school.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

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Where the governing body hires or rents out the school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe. The governing body will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

VISITORS

All visitors are required to sign in at the main school reception where they will be given a visitor's badge. This will be returned to the main school reception on departure.

The school will not request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). The Headteacher will use his/her professional judgment about the need to escort or supervise visitors.

For visitors who are attend in a professional capacity, their ID will be checked and assurance will be sought that the visitor has had the appropriate DBS check (or that the visitor's employers have confirmed that their staff have appropriate checks).

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CHILD PROTECTION PROCEDURES

If concern arises about the welfare of a student the following procedure must be followed.

RESPONDING TO A DISCLOSURE OR CONCERN

Initial response to student

- Listen - do not ask questions or interrogate.
- Remain calm - if you are shocked, upset or angry the student will sense this and this could stop them from saying more.
- Reassure - the student has done nothing wrong - tell them it is alright to talk.
- Do not promise to keep it secret - tell the student you cannot keep the matter secret and will need to take advice from someone who can help.

Do not delay

- tell the Designated Safeguarding Lead (or one of the deputies) as soon as you can by speaking to them directly - it may be necessary to interrupt a lesson to do this. Do not leave notes in the Designated Safeguarding Lead's pigeonhole or send an e-mail as they may not get back to check this until the end of the day once the student has gone home;
- early referral gives more time to offer help to the student and family before the situation becomes severe or serious;
- when the matter is already severe or serious, early referral gives more time for others to protect the student;
- the Designated Safeguarding Lead may consult Children's Social Care (in Sutton, the *Children's First Contact Service*).

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to the Children's First Contact Service (CFCS) immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Make written notes

- at the earliest opportunity make a written record of your concerns - record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated;
- these notes must be given to the Designated Safeguarding Lead as soon as possible

Referral process

Where a student is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

If a member of staff wishes to make a referral to Children's Social Care or to the Police, they should consult the Designated Safeguarding Lead (or one of the deputies) about how to do this. However, referral must not be delayed - if the Designated Safeguarding Lead or deputies are not available a senior member of staff should be advised and the referral made (*see London Child Protection Procedures for details*). The Sutton Children's First Contact Service (CFCS) or the Education Safeguarding and Well-being Lead will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. The Designated Safeguarding Lead (or one of

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the deputies) **must** be notified as soon as possible.

In Summary

- **Receive** – listen to what the student wants to tell you
- **Reassure** – that they are believed and their concern will be followed up
- **React** – ask open questions and then speak to the DSL
- **Record** – make a written record of the conversation and pass it to the DSL
- **Refer** – via the DSL and using the local referral process

It is important to remember that students may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. **If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.**

REMEMBER:

- act immediately;
- if in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the student; and
- if you need help or support to manage your own feelings, this can usually be provided.
- maintain an attitude of '**it could happen here**' where safeguarding is concerned

Contact with the family

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult the Sutton Children's First Contact Service (CFCS) or the Education Safeguarding Adviser

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the student from harm), the student (as appropriate), parent or carer should be informed that the matter must be referred to the CFCS.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. Children's Social Care), but if concerns persist, the Designated Safeguarding Lead will need to refer to the CFCS and will normally advise the family of this.

In cases where there are suspicions of sexual abuse, Fabricated or Induced Illness (FII) or if it is felt involving the family at this stage will put the child at greater risk, the Designated Safeguarding Lead will seek immediate advice from the CFCS before discussing this with the family.

Specific forms of abuse and safeguarding issues

Please note this is not an exhaustive list – but are an indicator of some of the key issues of which staff may become aware. More information can be found in 'Keeping Children Safe in Education, Part One, (DfE, September 2023), which is also an appendix to this document

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- Child abduction and community safety incidents;
- Child Criminal Exploitation (CCE);
- Child Sexual Exploitation (CSE);
- County lines;
- Children and the court system;
- Children missing from education;
- Children with family members in prison;
- Cybercrime;
- Domestic abuse;
- Homelessness;
- Mental health;
- Modern Slavery;
- Preventing radicalisation (The Prevent Duty and Channel);
- Sexual violence and sexual harassment between children in school;
- Serious Violence;
- So-called 'honour'-based abuse;
- FGM;
- Forced marriage

Children Missing Education

The Attendance Officer will be responsible, in liaison with the Designated Safeguarding Lead, for following up concerns regarding children missing education. They will liaise with the officer responsible for Children Missing Education within the local authority and, where appropriate, with social workers, the police and other agencies.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Elective Home Education

When a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will make it clear that this is not a decision we would ever recommend. We will liaise with other professionals to coordinate further discussion with parents/carers where possible. This will be particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where the decision to home educate raises safeguarding concerns the DSL (or deputies) will seek further advice from Children's Social Care.

Self-harm

The school will follow the Sutton Self-Harm protocol in responding to concerns about self-harm

Private fostering

Where a member of staff or volunteer becomes aware that a student may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not closely related in that person's home, they should raise this in the first instance with the Designated Safeguarding Lead. The Designated

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Safeguarding Lead will then liaise with Children's Social Care as necessary

Foreign exchange visits

The school will not make arrangements for students to have learning experiences where, for any period, they may be provided with care and accommodation by a host family to whom they are not related.

RECORDS

- all records relating to child protection concerns will be kept on the student's separate safeguarding file and the file will be kept secure - a chronology of concern will be kept;
- the Designated Safeguarding Lead will be responsible for ensuring that cause for concern and Child Protection records are kept separately and securely from the student's main school files
- where there are pastoral concerns or Child Protection records about a student, the student's main school file indicates this with a red sticker, making the files easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the student;
- written records of any concerns about students will be kept, even where there is no need to refer the matter immediately;
- information from records will only be accessed by staff on a "need to know" basis;
- key staff will be informed when a student is subject to a Child Protection Plan so they can monitor the student's welfare;
- records relating to the student's welfare will remain on the student's file as long as the student is at the school;
- when the student leaves the school, the new school will be advised in writing that our records contain information about child protection concerns even where these are no longer current. Records will be sent in a way that is lawful in terms of the requirements of the Data Protection Act.
- The school will follow the advice from the London Borough of Sutton, which is that school should keep safeguarding records that have not been sent on to a new school or college, until the student's 26th birthday

INFORMATION SHARING

Requests for information and/or assistance by other agencies:

- school staff have a legal duty to assist local authority Children's Social Care or the police when they are making enquiries about the welfare of students;
- information about a student must therefore be shared on a "need to know" basis with other agencies;
- when telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the student is on the school roll;
- always advise the Designated Safeguarding Lead about such requests for information;
- requests for attendance at meetings about individual students (e.g. child protection conferences) should be notified to the Designated Safeguarding Lead, who will arrange

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preparation of a report and attendance at the meeting;

- reports should contain information about the child's:
 - ❖ academic progress
 - ❖ attendance
 - ❖ behaviour
 - ❖ relationships with children and adults
 - ❖ family
 - ❖ any other relevant matter;
- reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless you specify otherwise, reports will normally be made available to the student's family.

Students subject to Child Protection Plan

- the school will be told by the relevant local authority's Children's Social Care when a student is subject to a Child Protection Plan - whether it is the London Borough of Sutton or another local authority;
- the name of the key social worker must be clearly recorded on the student's record;
- the school will participate fully in the work of Core Groups for these students to assist with the objectives of the Child Protection Plan for the student;
- when a student is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- when a student who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.
- The school will notify the allocated social worker if a student who is subject to a Child Protection Plan fails to arrive at school and no notification has been received from parents/carers

CONCERNS ABOUT A MEMBER OF STAFF, CARER OR VOLUNTEER

- Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the Headteacher (or the Chair of Governors if the concern is about the Headteacher). This guidance should be followed where it is alleged that anyone working in the school including supply teachers, volunteers and contractors has:
 - behaved in a way that has harmed a child, or may have harmed a child and/or;
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- The Headteacher (or Chair of Governors) will always consult the Designated Officers (in Sutton, this person is still known as the Local Authority Designated Officer or LADO) within one working day (contactable through the Children and Family Service). The LADO will conduct any investigation, convene a Senior Strategy Meeting and involve other agencies as appropriate
- Following consultation, the Headteacher (or Chair of Governors) will decide on appropriate

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action, which may include consideration of disciplinary proceedings

- It is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk
- The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This should encourage an open and transparent culture; enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.
- The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold to indicate that a person would pose a risk of harm. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that: is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:
 - being over friendly with students
 - having favourites
 - taking photographs of students on their mobile phone, contrary to school policy
 - engaging with a student on a one-to-one basis in a secluded area or behind a closed door
 - humiliating students.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold, are shared with the Headteacher (or the Chair of Governors if the concern is about the Headteacher).

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If the Headteacher is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

- The procedures in 'Keeping Children Safe in Education' (DfE, September 2023), 'Working Together to Safeguard Children' (HM Government, July 2018) and the Sutton Local Safeguarding Children Partnership procedures will be followed in all such cases
- When appropriate (*see guidance above*), consideration will be given to referral of a member of staff to the DBS for consideration of the case
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed

All staff must observe the above policy and procedures at all times. They will be reviewed annually and as required in line with changes in local or national guidance.

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Contact details

LB Sutton Children's First Contact Service (CFCS) - 020 8770 6001

LB Sutton (out of office hours) Children & Families Emergency Duty Social Work Team (EDT) - 020 8770 5000 x 9

LBS Local Authority Designated Officer (LADO) – 0208 770 4776 (LADO@sutton.gov.uk)

LBS Prevent and Hate Crime Manager – 0208 649 0672

NSPCC Whistleblowing Helpline – 0800 028 0285

Education Safeguarding Manager – 07736 338 180

Ofsted whistle blowing line – 0300 123 3155

NSPCC whistle blowing helpline number – 0800 028 0285

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Appendix 1

In the event of an extended school closure due to exceptional circumstances

The way in which the school can operate in response to an extended school closure due to exceptional circumstances is fundamentally different to 'business as usual'. However, a number of important safeguarding principles will remain the same:

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

This means that the school will continue to implement these Child Protection Policy and Procedures as we have always done.

We will also be mindful that an extended school closure will impact on our interaction with students.

As when the school is open, safeguarding concerns must be reported immediately - verbally in the first instance and then followed up with an e-mail. Do not assume that sending an e-mail means it has been read.

Staff will only use Satchel:One, Microsoft Teams and work e-mail addresses to communicate with students (in line with the school's Remote Learning Policy). Any communications must be professional. Staff will continue to follow the school's Staff ICT Acceptable Use Policy. In practice, this means:

- If you are on camera, you must be appropriately dressed, and in an appropriate area against a neutral background (no personal information should be seen). Staff should not be seen on camera from a bedroom. There should be no confidential items on display. Please note: use of cameras for live lessons should be kept to a minimum;
- Language must be professional and appropriate, including any of your family members in the background;
- Be mindful of who else may be in the background or listening to the lesson in the student's home;
- Lessons must be set in line with the school timetable – and any contact with students should be during school hours, unless this has been otherwise agreed with SLT;
- If students are not fully dressed, they should be removed from the lesson;
- There should be no 1:1 remote meetings with students – without prior agreement of the Headteacher or DSL;
- When presenting to the class, take care to ensure you only share information appropriate to the lesson – particularly if you have other screens open simultaneously;
- Live lessons should **not** be recorded;

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- Any breaches should be reported to the Headteacher or DSL immediately.

This also has implications for students accessing the learning as well. In particular:

- Only use Satchel:One, Microsoft Teams and work e-mail addresses to communicate with staff;
- If you are on camera, you must be appropriately dressed. If not, you will be removed from the lesson;
- Language must be appropriate, including any of your family members in the background;
- Live lessons should **not** be recorded or shared in any way;

In the event of an extended school closure due to exceptional circumstances, the school will:

- Follow any national and local statutory guidance and advice
- Communicate with parents and carers on a regular basis ensure that they are signposted to appropriate support and advice
- Communicate with students and ensure that they are signposted to appropriate support and advice

Keeping children safe in education

Statutory guidance for schools and colleges

September 2023

*This document **must** be read by all members of staff. A full copy of the guidance can be found on the staff shared area (child protection file)*