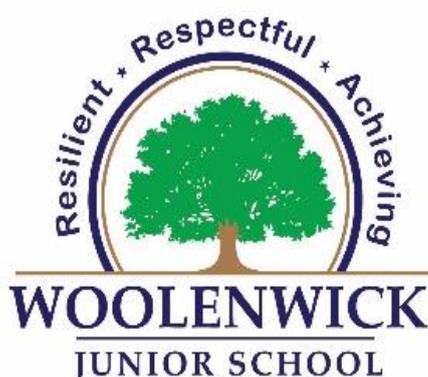


# Woolenwick Junior School



## Child Protection Policy

<b>Date policy updated</b>	<b>7<sup>th</sup> April 2020</b> <b>(incorporating the amendments by HCC)</b>
<b>Date of next review</b>	<b>7<sup>th</sup> April 2021</b>

## **Policy Review**

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body on 7<sup>th</sup> April 2020

It is due for review in the Summer term 2020 (up to 12 months from the above date).

Signature:

Date:

Acting Headteacher : Tasleem Koser

Signature:

Date:

Chair of Governors: **Gertrude Acheampong**

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## 1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (Working Together to Safeguard Children, DfE, 2018, pg.6)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with:

- the school's Behaviour Policy;
- the Staff Code of Conduct);
- the 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).

**Copies of the relevant policies and a copy of Part One of KCSiE are provided to staff at induction.**

### **Purpose of a Child Protection Policy**

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

### **Hertfordshire Safeguarding Children Partnership Procedures**

The school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedure and practice for all agencies in Hertfordshire working with children and their families. <https://hertsscb.proceduresonline.com/index.htm>

### **School Staff & Volunteers**

#### **WOOLENWICK JUNIOR SCHOOL MISSION STATEMENT, ETHOS and VISION**

At Woolenwick Junior School we want to enable all children to achieve their full potential in a safe, welcoming and happy learning environment. We expect children to always do their best and make the most of all of their learning opportunities and experiences. We strive to create responsible citizens who are independent and confident lifelong learners, equipped to meet the

## **Implementation, Monitoring and Review of the Child Protection Policy**

challenges of a changing future and world within which they live. Woolenwick is an inclusive school setting that values every individual and celebrates the diversity of our community

The policy will be reviewed at least annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Person and through staff performance measures.

## **2. STATUTORY FRAMEWORK**

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Crime and Disorder 1998
- Housing Act 1996
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)  
*Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".*
- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)
- Keeping Children Safe in Education (DfE, September 2019)
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Serious Violence Strategy 2018

## **3. THE DESIGNATED SENIOR PERSON**

**N.B. Keeping Children Safe in Education, DfE 2019 refers to this role as Designated Safeguarding Lead - DSL**

The Governing Body has ensured that an appropriate **senior member** of staff, from the school's **leadership team**, is appointed to the role of designated safeguarding lead.

During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In addition, their email contact is DSP@woolenwickjm.herts.sch.uk

Arrangements for out of hours/out of term activities will be:

Hertfordshire County Council Child Protection Team – Telephone no. 0300 123 4043

OR

NSPCC: Telephone no. 0808 800 5000

**The Designated Senior Person for Child Protection in this school is:**

**NAME: Mark Borland (Upper Phase Leader & SLT)**

**The Deputy Designated Senior Persons for Child Protection in the absence of the lead is:**

**NAME: Jackie Birch (Family Worker)**

**The broad areas of responsibility for the Designated Senior Person are:**

- Managing Child Protection Contacts and cases
- Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Completing Child Protection Contacts for all cases of suspected abuse or neglect where there is a significant risk of harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher or Principal to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact by liaising with relevant agencies
- Support staff who make Child Protection Contacts and other service referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

➤ **Training**

The Designated Senior Person should undergo formal training every two years. The DSP should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. 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
3. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. 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
6. 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.
7. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
8. Be able to keep detailed, accurate, secure written records of concerns, Child Protection Contacts and other referrals
9. Obtain access to resources and attend any relevant or refresher training courses
10. Encourage a culture of listening and responding 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

➤ **Raising Awareness: The designated safeguarding person (DSP) should:**

- ensure the school's policies are known, understood and used appropriately.
- work with the Governing Body to ensure that the school's Child Protection Policy is

reviewed annually and the procedures and implementation are updated and reviewed regularly.

- Ensure the safeguarding and Child Protection Policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contacts about suspected abuse or neglect may be made. Ensure parents are aware of the role of the school in this.
- Link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that when children leave the school, they ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school.
- obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information.)
- consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

#### 4. THE GOVERNING BODY

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The Governing Body should have a senior board level (or equivalent) lead to take **leadership** responsibility for the safeguarding arrangements.

**The nominated governor for child protection is:**

**NAME: Gertrude Acheampong**

The responsibilities placed on the Governing Body includes:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified

- ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2019) and Annex A and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for the school to decide whether they choose to have one or more Deputy Designated Senior Person.
- ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with HSCP procedures) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education (DFE 2019)**.
- Having a member of the Governing Body with responsibility for the school's safeguarding arrangements.

## 5. WHEN TO BE CONCERNED

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Senior Person/DSL (or deputy). The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

**Any staff member** should be able to make a Child Protection Contact to Children's Services if necessary.

**All staff** should be aware of the process for making Child Protection Contacts to Children's Services 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 - from abuse or neglect) that may follow a contact, along with the role they might be expected to play in such assessments.

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.

### **Options will then include:**

- managing any support for the child internally via the school's own pastoral support processes;
- completing a Families First Assessment or a Request for Support referral.
- a Child Protection Contact for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

### **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding deputy should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

### **A child centred and coordinated approach to safeguarding**

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, each professional 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.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

### **Children who may require early help (known as Families First in Hertfordshire)**

Families First is Hertfordshire's strategy for early help for families. A directory of early help services is available at [www.hertfordshire.gov.uk/familiesfirst](http://www.hertfordshire.gov.uk/familiesfirst) and will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a Child Protection Contact to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

If early help is appropriate, the designated safeguarding person (or deputy) will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

**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 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.

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

*See Appendix 4 of this policy for information on indicators of abuse and Appendix A of KCSiE for specific safeguarding issues.*

**Children with special educational needs and disabilities:**

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;

- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- ❖ Communication barriers and difficulties
- ❖ Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/participation
- ❖ Isolation

### **Peer on peer abuse**

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and raising concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

**All** staff should be 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, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and

- initiation/hazing type violence and rituals.

**All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Furthermore, they should *recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.***

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Guidance on responding to and managing sexting incidents can be found at: [http://www.thegrid.org.uk/info/welfare/child\\_protection/reference/index.shtml#sex](http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex)

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe. (E.g: Jigsaw)
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. (Such as: Support Networks, Peer Mentors & Open Door Policy)
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported (Such as: Protective Behaviours, Cognitive Behaviours, Group Lunch dates and Peer Support)
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).
- **Where there is an allegation or concern that a child has abused others Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic) , ‘Children Who Abuse Others’:**

[http://hertsscb.proceduresonline.com/chapters/p\\_chil\\_abuse.html](http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html)

**Staff should also refer to Part five of Keeping Children Safe in Education (DfE 2019) – ‘Child on child sexual violence and sexual harassment’:**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Also refer to Schools Toolkit the characteristics of young people’s vulnerability to CSE and CCE on the HFGL.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing

- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

## 6. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay

### Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

**If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers.***

## **7. RECORD KEEPING**

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

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.

When a child has made a disclosure, the member of staff/volunteer should:

- A record should be made as soon as possible after the conversation on CPOMs using the schools normal reporting procedures.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Use the body map on HGFL to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Do not destroy the original records in case they are needed by a court

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

## **8. CONFIDENTIALITY**

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## 9. SCHOOL PROCEDURES

*Please see Appendix 3: What to do if you are worried a child is being abused: flowchart.*

If any member of staff is concerned about a child he or she must inform the Designated Senior Person. The Designated Senior Person will decide whether the concerns should be raised to Children's Services by completing a Child Protection Contact: Safeguarding and Specialist Services. If it is decided to make a Child Protection Contact to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSP's role to make Child Protection Contacts, any staff member can make a Child Protection Contact to Children's Services. **If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a Child Protection Contact should be made to Children's Services and/or the Police immediately.** Where Child Protection Contacts are made by another member of staff, the DSP should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2019): Annex A for further information.

If the allegations raised are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day on CPOMs. The recording must be a clear, precise and factual account of the observations.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Senior Person is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

## 10. COMMUNICATION WITH PARENTS

*Woolenwick Junior School* will ensure the school's Child Protection Policy is available publicly via the school's website.

Parents should be informed prior to a Child Protection Contact, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s) where this would place a member of staff at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Where reasonably possible the school should hold more than one emergency contact number for their pupils and students.

## 11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff/volunteer may have:

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

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

### **What school staff should do if they have concerns about safeguarding practices within the school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff code of conduct, should be in place for such concerns to be raised with the school's senior leadership team.

In the event of allegations of abuse being made against the Headteacher or the member of staff feels that their genuine concerns are not being addressed, allegations should be reported directly to the **Local Authority Designated Officer (LADO)**. Staff may consider discussing any concerns with the Designated Senior Person (if appropriate) and make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2019, for further information).

**The Chair of Governors in this school is:**

**NAME: Gertrude Acheampong                      CONTACT NUMBER: 01438 216565**

**In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:**

**NAME: Glenda Hardy                                      CONTACT NUMBER: 01438 216565**

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

**Children's Services – 03001234043**  
**SOOHS (Out of Hours Service-Children's Services) – 03001234043**

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

**For further information see:**

Hertfordshire Safeguarding Children Procedures Manual Section 4.1 Managing Allegations Against Adults who work with Children and Young People

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 123 4043
- 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 Email: help@nspcc.org.uk

**Safer working practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document **Guidance for safer working practice for those working with children and young people in education settings (May 2019)** available at

<https://www.saferrecruitmentconsortium.org/>

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's Behaviour Policy for more information.

## APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2019)

### Part One: Information for all school staff

#### Annex A: Further information

On publication of this Child Protection Policy (September 2019), the CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to the potential for updates to the content.

**All** staff should have access and have read Part one and Annex A (which provides further information specific forms of abuse and safeguarding issues). of this statutory guidance. They should also have the opportunity to seek clarity from designated staff for any content.

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2 below) and should subsequently be re-directed to these documents again should any changes occur.

### **Link to Keeping Children Safe in Education (DfE, 2019):**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## APPENDIX 2: DECLARATION FOR STAFF

### Child Protection Policy (dated Autumn 2019) and Keeping Children Safe in Education (DfE 2019)

**School name:** Woolenwick Junior School

**Academic Year:** 2019/20

**Please sign and return to Tasleem Koser (Acting Headteacher) as soon as possible.**

I, \_\_\_\_\_ **<insert name>** have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The School's Child Protection Policy
- (2) **Part One and Annex A** of 'Keeping Children Safe in Education' DfE Guidance, 2019
- (3) Woolenwick Junior School Safeguarding Policy

I am aware that the school's DSP and Deputy DSPs are:

- Mark Borland (Upper Phase Leader) (Lead)
- Jackie Birch (Family Worker) (Deputy)

and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available from the school website or can be obtained from the school office.

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

## APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

### Flowchart

#### Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead ( DSP) .

#### Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

#### Ask for help

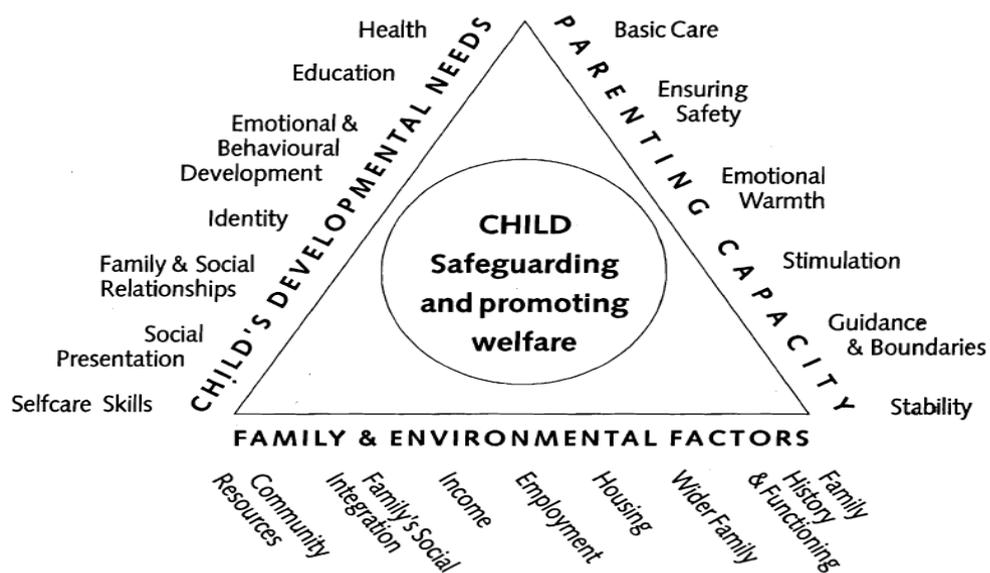
- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead ( DSP)
- Responsibility to take appropriate action, do not delay.

#### Refer

- DSP will complete a Child Protection Contact to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

## APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children’s needs:



***Working Together to Safeguard Children (DFE, 2015)***

<b>Physical abuse</b>	
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.	
<b>Child</b>	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.

Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

### Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. 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 over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

#### Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

#### Parent

#### Family/environment

Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

## 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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
<b>Parent</b>	<b>Family/environment</b>
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

## Sexual abuse

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

### Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying

Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
<b>Parent</b>	<b>Family/environment</b>
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

**APPENDIX 5**

**Risk Assessment for Covid 19**



Woolenwick Junior School	<ul style="list-style-type: none"> <li>Risk of coronavirus infection spreading to children and staff at school</li> </ul>	<ul style="list-style-type: none"> <li>Children and adults are advised to cover their mouth and nose with a disposable tissue when they cough or sneeze and put the tissue in the bin. The bins will be clearly marked and visible. The bins will be regularly disinfected and lined with bags which are sealed and disposed of daily.</li> <li>Instillation of hand sanitisers around the entrances and exits and communal areas (subject to availability)</li> <li>Order more soap, sanitising gels and boxes of tissues and ensure there is always soap available in the toilets</li> <li>Staff and pupils will try and maintain 2 metres from each as much as is pragmatic.</li> <li>Staff are on rota teams to minimise cross infection.</li> <li>If the number of children fluctuate staffing levels will be reviewed.</li> <li>Additional touch point cleaning is in place.</li> </ul>	<p>Teachers/Support Staff/Holiday club staff</p> <p>Site Team</p>	
Woolenwick Junior School	<ul style="list-style-type: none"> <li>Child/Adult is unwell and it is believed that they have been exposed to COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>Call NHS 111 and parent (if child) or relative (if adult) and explain reasons for suspicions of exposure and ask for the parent to come to school. Call 999 if they are seriously ill or injured or their life is at risk.</li> <li>Child/ Adult is sent to the library and will be seated in the room inside the library, on the perimeter.</li> <li>They should avoid touching people, surfaces and objects and be advised to cover their mouth and nose with a disposable tissue when they cough or sneeze and put the tissue in the bin. Additional guidance link <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></li> <li>If they need to go to the toilet whilst waiting for medical assistance, they should use the disabled toilet as it is not communal.</li> <li>The room and the toilet will need to be cleaned once they have left, alongside contact points and surfaces.</li> <li>Cleaning staff will protect their clothing with aprons, the required gloves and ensure appropriate footwear is worn.</li> </ul>	<p>Teachers/Support Staff/Admin Team/Holiday club staff</p> <p>Admin Team</p> <p>Site Team</p>	<p>If necessary and ASAP</p>



Woolenwick Junior School	<ul style="list-style-type: none"> <li>A case of COVID-19 (pupil or school adult) is confirmed or suspected at our settings.</li> </ul>	<ul style="list-style-type: none"> <li>Contact with local Public Health England Protection Team will be made to discuss the case, identify people who have been in contact with them and to advise on any actions or precautions that should be taken. An assessment of each childcare or education setting will be undertaken by the Health Protection Team with relevant staff. Advice on the management of pupils or students and staff will be based on this assessment.</li> <li>Send HCC letter out to parents</li> <li>The Health Protection Team will also be in contact with the patient directly to advise on isolation and identifying other contacts, and will be in touch with any contacts of the patient to provide them with appropriate advice. Advice on cleaning of communal areas such as classrooms and toilets will be given by the Health Protection Team.</li> <li>If there is a confirmed case, a risk assessment will be undertaken by the educational establishment with advice from the local Health Protection Team. In most cases, closure of the school will be unnecessary but this will be a local decision based on various factors such as establishment size and pupil mixing. This will be confirmed by PHO and Herts CC.</li> </ul>	Acting Headteacher	<p>If necessary and ASAP</p> <p>If necessary and ASAP</p> <p>If necessary and ASAP</p>
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Woolenwick Junior School	<ul style="list-style-type: none"> <li>Managing staff / pupils who are travelling to affected areas.</li> </ul>	<ul style="list-style-type: none"> <li>All staff are to follow any guidance given by Public Health. Not doing so constitutes a disciplinary matter.</li> </ul>	Line managers	
Woolenwick Junior School-staff	<p>If staff feel unwell and have symptoms of:</p> <ul style="list-style-type: none"> <li>High temperature</li> <li>Tickling throat / moving to a dry cough</li> <li>Muscle ache</li> <li>Headaches</li> <li>Respiratory problems</li> </ul> <p>They should follow the usual protocol for calling in sick. Please do this by 7:15 am to allow preparation to take place in any absence.</p>	<ul style="list-style-type: none"> <li>Member of staff to stay at home and reduce contact with others.</li> <li>This needs to be for 7 days from the start of the first symptom regardless of whether you feel well sooner than that</li> <li>The advice is that the person will not need to be tested but should reduce contact with others during this period</li> </ul> <p><b><u>Protocol for reporting sickness during COVID- 19</u></b></p> <ul style="list-style-type: none"> <li>Call the Acting Headteacher – preferably between 7:00 to 8:00 am</li> <li>If the Acting Headteacher is unavailable leave a message or email for her</li> <li>If staff begin to feel unwell during the course of the day, report this to the Acting Headteacher immediately and arrangements will be made for the person to be covered in order them to go home.</li> <li>In the event that the Acting Headteacher is not on site- report to DSP and/or office before leaving. The person whom this report has been made to will ensure that the children are never left unsupervised and sufficient replacement cover arrangements are in place</li> <li>If the nature of sickness is serious- resulting in the member of staff feeling very unwell, struggling to breathe- any member of staff available will call 999 and request emergency help as per the procedures highlighted above.</li> </ul>	All staff	<p>If necessary</p> <p>If necessary</p>

Woolenwick Junior School- Pupils with medical needs.	Additional measures taken to reduce the risk of spreading the virus to the most vulnerable.	<p>Pupils with medical needs will only be at school if they are those with parents/carers who are key workers and have requested provision.</p> <ul style="list-style-type: none"> <li>• Ensure risk assessments (depending on the medical need) are available (<b>on the staffroom noticeboard</b>) for each child and their medication is on site and in date.</li> <li>• Ensure medical needs are made available to all staff caring for the children <b>by putting this up on the staffroom noticeboard.</b></li> <li>• Allow access to hand washing facilities.</li> <li>• Sit on individual desk or end of desk if possible</li> <li>• TA/Teacher to wipe their desk with anti-bacterial spray at transition points throughout the day.</li> <li>• Avoid sharing of equipment.</li> <li>• Encourage social distancing when on the playground and avoid use of play equipment due to risk on contamination</li> </ul>	All staff	
Woolenwick Junior School- Key worker children	Risks involving parental communication	<ul style="list-style-type: none"> <li>• Identify and list children who may qualify for provision during COVID 19</li> <li>• Identify any medical needs and follow procedure above for these children relating to medical risk assessments/medication and sharing of information with staff involved in their care</li> <li>• Ensure back up phone numbers are available in the event that the pupil or their parent/carer becomes ill</li> <li>• Ensure that this is the same for any Holiday Club provision</li> </ul>	Admin staff to ensure these lists with contact information including medical needs is on the staffroom boards for all.	

<p>Woolenwick Junior School- Key worker children</p>	<p>Activities and safeguarding</p>	<ul style="list-style-type: none"> <li>• Ensure all staff on site have had the relevant safeguarding checks carried out and are able to work with children without supervision</li> <li>• Ensure all staff on site have an identified member of staff as the 'lead for the day' on the rota. In the event of any risks/concerns relating to supervision/hygiene/rota/staff attendance, this person to be in charge of communicating with SLT and seeking guidance where needed.</li> <li>• Lead for the day to ensure that pupils and staff are aware of the toilets and areas that are safe to use on a daily basis- as this may change as cleaning/maintenance is carried out.</li> <li>• Lead of the day to ensure that there are never more than 8 pupils and 2 members of staff in a classroom and if number of pupils exceed this- the groups are split</li> <li>• Lead of the day to ensure that when children are having their break/lunch or physical exercise the social distancing rules are adhered to.</li> <li>• Lead of the day to ensure at the end of the day- that there is sufficient sanitising equipment available for the next day. Where stock levels become low- they are to report this immediately to the office and/or Acting Headteacher</li> <li>• Lead of the day to check that the learning activities for the day are clearly communicated to the staff on duty</li> <li>• Lead of the day to report to the Acting Headteacher- staff absence where a member of staff on rota is absent and this has not been called in.</li> <li>• Ensure there is a minimum of 1 first aider on site at all times.</li> <li>• Our cyclical checks will be maintained in line with Hertfordshire guidance.</li> </ul>	<p>All Staff</p>	
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<p>Woolenwick Junior School (Term Time &amp; Holiday Club)</p>	<ul style="list-style-type: none"> <li>• A case of COVID-19 (pupil or school adult) is confirmed or suspected at our settings- protocol to follow:</li> </ul>	<ul style="list-style-type: none"> <li>• Lead for the day has all medical information, pick up and drop off details, individual risk assessments (OP) and contact details for all children attending. They will be kept with the register and a second copy placed on the staff room notice board.</li> <li>• If a child falls ill with Covid 19 the Lead for the day will phone priority 1 contact first. If that isn't successful they will continue down the priority list. While this is happening another member of the team will contact 111 and take advice.</li> <li>• The remaining pupils will be taken to wash their hands and taken outside observing social distancing guidelines until the hall has been thoroughly cleaned. The ratio of adults to children allow for this to happen as there will be sufficient numbers of staff onsite. The parents of the other children will be informed once the ill child has been isolated and the appropriate steps have been followed.</li> <li>• If a parent/career falls ill the Lead for the day will contact another member of the household to arrange collection of the child. If there isn't another member of the household, they will contact the next top priority on the contact list. If nobody is contactable and no one collects the child the normal KCSE guidance will be followed, including contact customer services and social services and take advice given.</li> <li>• Ratio 1:8 is maximum. So, if we fall below that ration or have less than 2 members of staff in attendance either the Lead for the day or deputy will act as emergency cover when they are not on site.</li> <li>• The locations in use during Term Time are: The Hall; The Dining Room; Jet &amp; Jade Classrooms; Year 6 Toilets; The Playground and cabin and The Field.</li> <li>• All equipment will be cleaned every night by a member of staff.</li> <li>• If a child falls ill, they are to be isolated in the library until collection. One member of staff will stay with the child observing social distancing guidelines. Another member of staff will clean all equipment that has been used that day. The third member of staff will take the other children outside until the cleaning is complete.</li> <li>• If a member of staff falls ill, please see section 7 <b><u>Protocol for reporting sickness during COVID- 19</u></b> below</li> </ul>	<p>Lead for the day/ All Staff</p>	<p>If necessary and ASAP</p>
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		<ul style="list-style-type: none"> <li>If a child or a member of staff doesn't attend when expected to do so the Lead for the day will contact them to ensure they are safe and well and feed any concerns back to the DSL or the Deputy.</li> </ul>		
	<ul style="list-style-type: none"> <li>Online safety and GDPR</li> </ul>	<ul style="list-style-type: none"> <li>All communication with parents to be done using school communication systems/ school phones/ school accounts</li> <li>Working from home: Staff to use school devices in order to work on these and to avoid any breach of data</li> <li>Where staff do not have school devices/laptops and are working on personal devices, they are to ensure the work involving any children's names or sensitive information is encrypted or password protected. (See Mark for any clarification on how to do so). This could involve naming children on planning etc. Initials can be used.</li> <li>Please comply with the acceptable use agreement when working with school devices/laptops.</li> <li>Where sites/apps are being recommended- ensure that these have been previewed.</li> <li>Ensure that you report any lost or stolen device to Acting Headteacher immediately.</li> <li>Do not use a device where it can be overlooked by unauthorized persons and do not leave it unattended in public places.</li> <li>Always ensure a device has been locked or logged off when unattended.</li> <li>Guidance for staying safe online is published on the school website and regularly updated</li> </ul>	All Staff	
Term Time & Holiday Club	Risks involving infection/health	<ul style="list-style-type: none"> <li>Ensure staff and children adhere to the 2m distancing</li> <li>Ensure contact numbers are available for pupils on site and any/all medical needs have been reported in the event of an emergency</li> <li>Premises used are clean and comply with health and safety policy</li> </ul>	All staff	4/4/20

Term Time & Holiday Club	Safeguarding	<ul style="list-style-type: none"> <li>• All staff members have had the required clearance including the DBS checks and are on the SCR.</li> <li>• Contact details are shared with staff on duty for the Acting Headteacher/DSP/ DDSP</li> <li>• All members of staff have signed the agreement stating they have read and understood the CP Policy and addendum relating to the COVID 19 threat.</li> <li>• All members of staff have signed the agreement stating they have read and understood the Covid 19 risk assessment.</li> <li>• Any use of IT is monitored and complies with the online safety policy</li> <li>• Peer on peer abuse and other safeguarding information relating to any concerns are noted and the policy is followed and adhered to.</li> </ul>	All staff	4/4/20
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Further information can be found at:

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

DfE helpline:

Phone: 0800 046 8687

Email: [DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)

Opening hours: 8am to 6pm (Monday to Friday)

Public Health England number 0300 303 8537 (option 1) to report the case

Log with HCC public health team on 01992 556285

**No school should close in response to a suspected (or confirmed) COVID-19 case unless directed to do so by Public Health England.**



