Shinfield Infant and Nursery School

The Circle Trust Document: Child Protection Policy

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Approver:	Trustees
Owner:	School Improvement Trustees
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Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0			n/a	First release
1.1	4.10.18	Railton Blyth	Adding new guidance from "Keeping Children Safe in Education" September 2018	Compliance
1.2	10/19	Railton Blyth	Reference to "Keeping Children Safe in Education" September 2019	Compliance
1.3	23/4/20	A Turner	Appendix 2 for COVID-19 Pandemic	

Glossary of Key Terms

SMSC	-	Spiritual, Moral Social and Cultural
LAB	-	Local Advisory Board
DSL	-	Designated Safeguarding Lead
PSHCE	-	Personal, Social Health and Citizenship Education
LADO	-	Local Authority Designated Officer
LA	-	Local Authority
WBC	-	Wokingham Borough Council
CPD	-	Continuous Professional Development
CME	-	Children Missing in Education
FGM	-	Female Genital Mutilation
HBV	-	Honour Based Violence
SEND	-	Special Educational Needs and Disabilities
SENCO	-	Special Education Needs Co-ordinator
SCR	-	Single Central Record
CCE	-	Child Criminal Exploitation
UKCCIS	-	UK Council for Child Internet Safety
SLT	-	Senior Leadership Team
DBS	-	Disclosure & Barring Service

1.   Introduction

1.1.   The Circle Trust is committed to safeguarding and promoting the welfare of children and young people. Safeguarding and promoting the welfare of children and young people is defined as:

    1.1.1.   Protecting children and young people from maltreatment

    1.1.2.   Preventing impairment of children and young people's health or development

    1.1.3.   Ensuring children and young people are growing up in circumstances consistent with the provision of safe and effective care

    1.1.4.   Taking action to enable all children and young people to have the best outcomes

1.2.   Child Protection is a part of Safeguarding and promoting welfare. It refers to activities that are undertaken to protect specific children and young people who are suffering, or are likely to suffer, significant harm. Effective Child Protection is essential as part of wider work to safeguard and promote the welfare of children and young people.

1.3.   The Circle Trust ensures that robust and effective safeguarding practice is followed by:

    1.3.1.   Ensuring safe recruitment in checking the suitability of staff and volunteers to work with children and young people

    1.3.2.   Raising awareness of Safeguarding and Child Protection to all stakeholders

    1.3.3.   Equipping children and young people with the skills needed to keep them safe

    1.3.4.   Implementing procedures for identifying and reporting cases, or suspected cases of abuse

    1.3.5.   Supporting children and young people who have been abused in accordance with his/her child protection plan

    1.3.6.   Establishing a safe environment in which children and young people can learn and develop

1.4.   Safeguarding is the responsibility of everyone who works in The Circle Trust.

1.5.   The Circle Trust recognises the importance of ensuring all schools within the Trust promote an ethos and environment that will help children and young people to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

1.6.   The Circle Trust pays due regard to guidance issued by the Secretary of State, and this policy reflects the policies of the Berkshire West Safeguarding Children Partnership which is responsible for developing policies and procedures for safeguarding and promoting the welfare of children and young people within the Local Authority, including policies and procedures in relation to:

    1.6.1.   The action to be taken where there are concerns about a child or young person's safety or welfare, including thresholds for intervention

    1.6.2.   Training of persons who work with children and/or young people or in services affecting the safety and welfare of children and/or young people

1.6.3.   Recruitment and supervision of persons who work with children and/or young people

1.6.4.   Investigation of allegations concerning persons who work with children and/or young people

1.6.5.   Safety and welfare of children and/or young people who are privately fostered

1.6.6.   Co-operation with neighbouring Children's Services and their partners

1.7.   This policy is written in line with statutory duties as set out within:

- Children Act, 1989
- The Education Act, 2002
- Children Act, 2004
- Safeguarding Vulnerable Groups Act, 2006
- Safeguarding Children and Safer Recruitment in Education, 2007
- Teaching approaches that help build resilience to extremism among young people, May 2011
- OFSTED: Inspecting Equalities, April 2014
- Promoting fundamental British values as part of the Spiritual, Moral, Social and Cultural (SMSC) curriculum in schools, November 2014
- Counter Terrorism and Security Act, February 2015
- What to do if you're worried a child being abused: Advice for practitioners, March 2015
- Serious Crime Act, March 2015
- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism, April 2015
- Multi-agency statutory guidance on female genital mutilation, April 2016
- Searching, screening and confiscation: Advice for head teachers, school staff and governing bodies, September 2016
- Children missing education: Statutory guidance for local authorities, September 2016
- Child Sexual Exploitation, Guide for Practitioners, February 2017
- Sexual Violence and Sexual Harassment between children, May 2018
- Working Together to Safeguard Children, July 2018
- Keeping Children Safe in Education, September 2019

1.8.   Guidance is also sought from other documentation such as:

- NSPCC: 'How safe are our children?' 2014
- 'Sexting in schools: advice and support around self-generated images: What to do and how to handle it', 2015
- UK Council for Child Internet Safety: Sexting in schools and colleges: Responding to incidents and safeguarding young people, 2016
- Exertis: 'Appropriate Web Filtering and Monitoring for Schools and Colleges', September 2016.

2.   The Aims and Objectives of the Safeguarding and Child Protection Policy

2.1.   This policy aims to:

   2.1.1.   Ensure the safeguarding and welfare of children and young people is paramount

   2.1.2.   Adhere to all relevant legislation

   2.1.3.   Promote a strong safeguarding ethos

3.   Roles and responsibilities

3.1.   Trustees will:

   3.1.1.   Agree the Safeguarding and Child Protection Policy, ensuring that the policy is in line with The Circle Trust's core values

   3.1.2.   Appoint a named Trustee for Safeguarding

   3.1.3.   Regularly review the Safeguarding and Child Protection Policy and approve changes or improvements to key elements of its processes and procedures

3.2.   The Local Advisory Board (LAB) will:

   3.2.1.   Appoint a named Local Advisor for Safeguarding

   3.2.2.   Review and agree school specific safeguarding information in this policy

3.3.   The Executive Headteacher will:

   •   Quality assure safeguarding practice and procedures

3.4.   Headteachers will:

   3.4.1.   Cultivate an ethos within their school community where everyone in the school's community feels confident, competent, comfortable and supported to draw safeguarding issues to the attention of the Headteacher, the Designated Safeguarding Lead (DSL) or the Designated Safeguarding Local Advisor so that anyone is able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children and young people

   3.4.2.   Maintain an environment where children or young people feel secure and are encouraged to talk and are listened to

   3.4.3.   Promote adults in the school to children or young people whom they can approach if they are worried

3.4.4.   Appoint a Designated Safeguarding Lead (and if appropriate Deputy Designated Safeguarding Lead) and provide them such time as to discharge their responsibilities in relation to Child Protection and Safeguarding; ensuring they are appropriately trained and have the capacity and authority to undertake this role

3.4.5.   Ensure that all employees and visitors have appropriate training and/or guidance on appropriate safeguards and procedures for raising safeguarding issues

3.4.6.   Take all reasonable measures to ensure risks of harm to children or young people's welfare are minimised

3.4.7.   Promote health and safety, promoting safe practice and challenge unsafe practice Please refer to The Circle Trust's Health and Safety Policy

3.4.8.   Include opportunities in the Personal, Social, Citizenship and Health Education (PSHCE) curriculum for children and young people to develop the skills they need to recognise and stay safe from abuse

3.4.9.   Put in place and promote robust anti-bullying, including cyber bullying, strategies

3.4.10.   Meet the health needs of children and young people with medical conditions

3.4.11.   Provide first aid

3.4.12.   Maximise school security

3.4.13.   Tackle drugs and substance misuse

3.4.14.   Ensure that procedures are followed in dealing with allegations of abuse against staff and volunteers

3.4.15.   Follow The Circle Trust's Selection and Recruitment policy in respect to safer recruitment

3.4.16.   Refer immediately, and through the proper procedure, any concern relating to staff to the Local Authority Designated Officer (LADO)

3.5.   Designated Safeguarding Leads will manage Safeguarding and Child Protection systems in the school. They will:

3.5.1.   Hold overall oversight for the day to day Safeguarding and Child Protection systems in the school

3.5.2.   Coordinate safeguarding actions for individual children and young people

3.5.3.   Lead all liaison with other agencies and professionals

3.5.4.   Ensure that locally established procedures are followed and make referrals as necessary

3.5.5.   Report regularly to the Headteacher

3.5.6.   Information gather, share and review. They will:

- Be responsible for gathering and collating information obtained on individual children or young people, to make immediate and on-going assessments of potential risk and to decide (with parents/carers in most cases) on the appropriateness of referrals to partner agencies and services

- Keep confidential records which are stored securely and shared appropriately with other professionals
- Monitor attendance and inform the LA if any child or young person fails to attend regularly or be absent without the school's permission or for a continuous 10 school day period
- Ensure that if a parent/carer notifies the school that a child or young person will live at another address, they will record the full name of the parent/carer with whom the child or young person will live, the new address and the date from when this commences in the admissions register and refer to Children's Services if appropriate
- Ensure that if a parent/carer notifies the school that the pupil is registered at another school or will be attending a new school, they will record the name of the new school and the date on which the pupil first attended or is due to start attending the school
- Notify the LA within five days when a pupil's name is added to the admissions register or deleted from the register under any of the fifteen grounds set out in the Education Regulations 2006;
- Represent (or determine the most appropriate person) the school at inter-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's part in Child in Need/Child Protection plans
- Ensure that when a child or young person leaves the school, their Child Protection File is discussed as soon as possible with the Senior Designated Person at the new school
- Make sure that the Child Protection File is transferred separately from the main pupil file. It must be posted recorded delivery to the Senior Designated Person at the new school, unless the child or young person is leaving year 11 to go to a further education setting, in which case the file must be retained by the current school for a period stipulated in current statutory guidance. (See http://irms.org.uk/page/SchoolsToolkit)
- When a new school is not known, alert the Education Welfare Service at Wokingham Borough Council (WBC) so that the child or young person's name can be included on the data base for Children Missing in Education (CME); and
- Develop effective and supportive liaison with other agencies.

3.5.7. Provide CPD for staff. They will:

- Ensure all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Act as a consultant for staff to discuss concerns
- Oversee training compliance
- Cascade safeguarding advice and guidance issued by the Berkshire West Safeguarding Children Partnership, supporting parents/carers to build an understanding of the school's responsibility to ensure the welfare of all children or young people including the need for referral to other agencies in some situations

3.5.8. Provide pastoral care. They will:

- Provide suitable support and guidance so that children and young people have a range of appropriate adults to approach if they are in difficulty
- Monitor children and young people who have been identified as having welfare or protection concerns and put appropriate support when needed with tight timescales adhered to, documenting and collating information on individual children and young people to support early identification, referral and actions to safeguard

3.6. Designated Safeguarding Leads are not responsible for dealing with allegations made against members of staff. This is the responsibility of the Headteacher who will inform the Local Authority Designated Officer (LADO).

4. CPD

4.1. The Circle Trust recognises that regular and appropriate safeguarding CPD is paramount.

4.2. The Circle Trust believes that high quality CPD is vital in supporting a safeguarding ethos and culture.

4.3. CPD must be provided by a suitably experienced and qualified person or approved on-line system. CPD must be compliant to the minimum standard set out in Keeping Children Safe in Education, September 2019. This will be confirmed by a signed register of reading Part 1: Keeping Children Safe in Education, September 2019 by all those within the trust including Trustees and Members (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/836144/Keeping_children_safe_in_education_part_1_2019.pdf)

4.4. All members of staff must receive a staff induction. This must include an understanding of:

4.4.1. The Safeguarding and Child Protection Policy

4.4.2. The Staff Code of Conduct Please refer to The Circle Trust's Code of Conduct.

4.4.3. The Behaviour Policy Please refer to The Circle Trust's Behaviour Policy.

4.4.4. The role of the Designated Safeguarding Leads

4.4.5. The safeguarding response to children who go missing from education

4.5. All members of staff must receive appropriate safeguarding and child protection CPD which is regularly updated and as required but at least annually

4.6. All safeguarding CPD must be appropriate to role and planned, monitored and reviewed annually. CPD will include:

4.6.1. All staff understanding they have responsibility for safeguarding

4.6.2. All staff being alert to identifying emerging problems

4.6.3. All staff understanding the responsibility of liaising (without delay) with the Designated Safeguarding Lead and or the Headteacher

4.6.4. All staff being made aware of the process for making referrals to Children's Social Care

4.6.5.   All staff knowing what to do if a child or young person tells them he/she is being abused or neglected and how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the Designated Safeguarding Lead. Staff must never promise a child or young person that they will not tell anyone about an allegation.

4.6.6.   All staff understanding that if a child or young person is in immediate danger or is at risk from harm, the Designated Safeguarding Lead and/or the Headteacher is immediately informed without delay.

4.6.7.   Knowing that when member of staff has a concern, action MUST be taken. When possible, there must be a conversation with the Designated Safeguarding Lead or the Headteacher, although any member of staff may make a referral to children's social care. If anyone other than the Designated Safeguarding Lead makes a referral, they must inform the Designated Safeguarding Lead and/or the Headteacher as soon as possible.

4.6.8.   All staff being aware of the types of abuse and neglect so that they are able to identify cases of children or young people who may be in need of help or protection. Types of abuse include Physical, Emotion, Sexual and Neglect. See sections 6, 7, 8 and 9 for further information.

4.6.9.   All staff understanding that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children and young people in danger.

4.6.10.   All staff understanding that safeguarding issues can manifest themselves via peer on peer abuse. See section 20 for further information. Please refer to The Circle Trust's Behaviour Policy.

4.6.11.   All staff understanding that if after a referral, the child or young person does not appear to be improving, the Designated Safeguarding Lead or the person making the referral must press for reconsideration to ensure their concerns have been addressed and most importantly that the child or young person's situation improves.

4.6.12.   All staff understanding that students with SEND are vulnerable to signs of abuse not being recognised. See section 15 for further information.

4.6.13.   All staff understanding that that children not attending school for a period of time are at risk if not satisfactory explanation has been provided. See section 16 for further information.

4.6.14.   All staff understanding that a child can be exploited to participate in criminal activity for financial gain, bribery and/or improved status. See section 17 for further information.

4.6.15.   All staff understanding that a child not living with their parent/carer may be part of a Private Fostering Agreement. See section 21 for further information.

4.6.16.   All staff understanding that if they discover that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under 18, it is a professional responsibility to report this to the police. See section 11 for further information.

4.6.17. All staff understanding that all concerns, discussions and decisions made and the reasons for these decisions will be recorded in writing.

4.6.18. All staff understanding that there can be retaliation in families and the community known as Honour Based Violence. Please see section 14 for further information.

4.6.19. All staff advised to maintain an attitude of "it could happen here" with regards to safeguarding. When concerned about the welfare of a child or young person, all staff must act in the best interest of the child or young person.

4.6.20. All staff understanding their responsibility in protecting children and young people from the risk of radicalisation. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

4.6.21. All staff understanding that they are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 and have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty. See Section 22 for further information.

4.6.22. All staff understanding when to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism

4.6.23. All staff understanding if they have concerns about another member of staff, this MUST be referred to the Headteacher. When the concerns relate to the Headteacher, this must be referred to the Chair of the Local Advisory Board and the Executive Headteacher. When concerns relate to the Executive Headteacher, this must be referred to the Chair of the Trustees.

4.6.24. All staff understanding and feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns are taken seriously by the Headteacher. Where a member of staff feels unable to raise an issue with the Headteacher or feels that their genuine concern is not being addressed, then they must whistle blow. Please refer to The Circle Trust's Whistle Blowing Policy.

4.7. All visitors must receive written advice and guidance on arrival and direct supervision throughout activity on site.

5. Recognition and categories of abuse

5.1. All staff in The Circle Trust are aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

5.2. Indicators and signs of abuse recognised through staff training as well as outlined in Part 1 of the DFE guidance Keeping Children Safe in Education, September 2019. Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

5 . 3 . Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

6. Physical Abuse

6.1. Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating a child.

6.2. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

6.3. The first indication of concern about a child's welfare is not necessarily the presence of a serious injury. Concerns may be aroused by:

6.3.1. Bruises or other marks on a child's body

6.3.2. Remarks made by the child, another child, a parent or another adult

6.3.3. Observations of the child's behaviour or reactions

6.3.4. Unexplained changes in the child's behaviour or personality

6.3.5. Evidence of disturbance or explicit detail in a child's written or diagrammatic work

6.3.6. Neglect or failure to thrive including failure to gain weight or actual weight loss

6.3.7. Change in manner of social interaction

6.3.8. An explanation which is inconsistent with an injury

6.3.9. Several different explanations provided for an injury

6.3.10. Unexplained delay in seeking treatment

6.3.11. The parents/carers are uninterested or undisturbed by an accident or injury

6.3.12. Parents/Carers are absent without good reason when their child is presented for treatment

6.3.13. Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury). Family use of different doctors and A&E departments

6.3.14. Reluctance to give information or mention previous injuries

6.3.15. In an abusive relationship the child may:

- Appear frightened of the parent/carer
- Act in a way that is inappropriate for his/her age and development

6.4. Bruising. Children can have accidental bruising, but the following must be considered as non- accidental unless there is evidence or an adequate explanation provided.

6.4.1. Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)

6.4.2. Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally

6.4.3. Variation in colour possibly indicating injuries caused at different times

6.4.4. The outline of an object used e.g. belt marks, hand prints or a hair brush

6.4.5. Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

6.4.6. Bruising around the face

6.4.7. Grasp marks on small children

6.4.8. Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

6.5. Bite Marks

6.5.1. Bite marks can leave clear impressions of teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

6.5.2. A medical opinion should be sought where there is doubt over the origin of the bite.

6.6. Burns and Scalds. It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious, for example:

6.6.1. Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)

6.6.2. Linear burns from hot metal rods or electrical fire elements. Burns of uniform depth over a large area

6.6.3. Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)

6.6.4. Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

6.6.5. Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath

6.7. Fractures

6.7.1. Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures

6.7.2. There are grounds for concern if:
- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

6.8.   Scars

    6.8.1.   A large number of scars, or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

7.   Emotional Abuse

7.1.   Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

    7.1.1.   Conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person

    7.1.2.   Imposing developmentally inappropriate expectations

    7.1.3.   Causing children to feel frightened or in danger e.g. witnessing domestic violence

    7.1.4.   Exploitation or corruption of children

7.2.   Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone

7.3.   Emotional abuse may be difficult to recognise as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse

7.4.   The indicators of emotional abuse are often associated with other forms of abuse. The following may be indicators of emotional abuse:

    7.4.1.   Developmental delay

    7.4.2.   Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

    7.4.3.   Indiscriminate attachment or failure to attach

    7.4.4.   Aggressive behaviour towards others

    7.4.5.   Scapegoated within the family

    7.4.6.   Frozen watchfulness, particularly in pre-school children

    7.4.7.   Low self-esteem and lack of confidence

    7.4.8.   Withdrawn or seen as a 'loner' – difficulty relating to others

8.   Sexual Abuse

8.1.   Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, and includes penetrative and non-penetrative acts.

8.2.   It may also include non-contact activities, such as involving children in looking at or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

8.3. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

8.4. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

8.5. Some behavioural indicators associated with this form of abuse are:

8.5.1. Inappropriate sexualised conduct

8.5.2. Sexually explicit behaviour, play or conversation, inappropriate to the child's age

8.5.3. Continual and inappropriate or excessive masturbation

8.5.4. Self-harm (including eating disorder), self-mutilation and suicide attempts

8.5.5. Involvement in prostitution or indiscriminate choice of sexual partners

8.5.6. An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)

8.6. Some physical indicators associated with this form of abuse are:

8.6.1. Pain or itching of genital area

8.6.2. Blood on underclothes

8.6.3. Pregnancy in a younger girl where the identity of the father is not disclosed

8.6.4. Physical symptoms such as injuries to the genital or anal area

9. Neglect

9.1. Neglect involves 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 and development.

9.2. This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

9.3. Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

9.3.1. Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

9.3.2. A child seen to be listless, apathetic and unresponsive with no apparent medical cause

9.3.3. Failure of a child to grow within normal expected pattern, with accompanying weight loss

9.3.4. Child thrives away from home environment

9.3.5. Child frequently absent from school

9.3.6. Child left with adults who are intoxicated or violent

9.3.7. Child abandoned or left alone for excessive periods

10. Self-Harm

10.1. For many students self-harm is considered to be a means of releasing pain and stress often caused by other aspects of abuse. Students will often hide the signs of self-harming by covering their arms and legs, particularly in PE. They may also seem to be excessive with the need to keep their body covered during the hot weather.

10.2. Typical signs of self-harming are:

    10.2.1. Patches of cutting to the arms and legs

    10.2.2. Deep scratches

    10.2.3. Burns

10.3. Self-harming can also include the use of alcohol and sexual activity.

11. FGM – Female Genital Mutilation

11.1. Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

11.2. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

11.3. Risk factors for FGM include:

    11.3.1. low level of integration into UK society

    11.3.2. mother or a sister who has undergone FGM

    11.3.3. girls who are withdrawn from PSHE

    11.3.4. visiting female elder from the country of origin

    11.3.5. being taken on a long holiday to the country of origin

    11.3.6. talk about a 'special' procedure to become a woman

11.4. FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

11.5. Indications that FGM may have already taken place may include:

    11.5.1. difficulty walking, sitting or standing and may even look uncomfortable.

    11.5.2. spending longer than normal in the bathroom or toilet due to difficulties urinating.

    11.5.3. spending long periods of time away from a classroom during the day with bladder or menstrual problems.

    11.5.4. frequent urinary, menstrual or stomach problems.

    11.5.5. prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return

    11.5.6. reluctance to undergo normal medical examinations.

11.5.7.   confiding in a professional without being explicit about the problem due to embarrassment or fear.

11.5.8.   talking about pain or discomfort between her legs

11.6.   The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

11.7.   Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

12.   CSE – Child Sexual Exploitation

12.1.   Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology'. (Child Sexual Exploitation, Guide for Practitioners, February 2017)

12.2.   **Any child, in any community** is vulnerable to child sexual exploitation and indicators may include:

12.2.1.   Acquisition of money, clothes, mobile phones, etc. without plausible explanation;

12.2.2.   Gang-association and/or isolation from peers/social networks;

12.2.3.   Exclusion or unexplained absences from school, college or work;

12.2.4.   Leaving home/care without explanation and persistently going missing or returning late;

12.2.5.   Excessive receipt of texts/phone calls;

12.2.6.   Returning home under the influence of drugs/alcohol;

12.2.7.   Inappropriate sexualised behaviour for age/sexually transmitted infections;

12.2.8.   Evidence of/suspicions of physical or sexual assault;

12.2.9.   Relationships with controlling or significantly older individuals or groups;

12.2.10.   Multiple callers (unknown adults or peers);

12.2.11.   Frequenting areas known for sex work;

12.2.12.   Concerning use of internet or other social media;

12.2.13.   Increasing secretiveness around behaviours; and

12.2.14.   Self-harm or significant changes in emotional well-being.

12.3.   Potential vulnerabilities. Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

12.3.1. Having a prior experience of neglect, physical and/or sexual abuse;

12.3.2. Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);

12.3.3. Recent bereavement or loss;

12.3.4. Social isolation or social difficulties;

12.3.5. Absence of a safe environment to explore sexuality;

12.3.6. Economic vulnerability;

12.3.7. Homelessness or insecure accommodation status;

12.3.8. Connections with other children and young people who are being sexually exploited;

12.3.9. Family members or other connections involved in adult sex work;

12.3.10. Having a physical or learning disability;

12.3.11. Being in care (particularly those in residential care and those with interrupted care histories); and

12.3.12. Sexual identity.

13. Forced Marriage

13.1. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

13.2. A marriage must be entered into with the free and full consent of both parties.

13.3. An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

13.4. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. In some cases, people may be taken abroad without knowing that they are to be married. When they arrive in that Country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK.

14. Honour Based Violence (HBV)

14.1. So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

14.2. Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

15. Children with SEND

15.1. Children with special educational needs and/or disabilities (SEND) can experience additional safeguarding challenges. Through their training, all staff are aware of the barriers which need to be overcome when recognising any potential abuse and neglect suffered by those children with special educational needs or disabilities.

15.2. Additional barriers can include:

15.2.1. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

15.2.2. Children with SEND can be disproportionally impacted by things like bullying without outwardly showing any signs

15.2.3. Communication barriers and difficulties in overcoming these barriers

15.3. The Designated Safeguarding Lead will liaise with the SENCO where there may be concerns regarding the safeguarding of a child with SEND and caution will always be taken, recognising that a referral that results in no concerns is better than a child coming to significant harm due to a failure to take appropriate action.

16. Children Missing from Education (CME)

16.1. A child missing education from school due to repeated or unexplained absence, or by leaving the school unexpectedly is a potential indicator of abuse or neglect, or where a family may be in need of additional support.

16.2. Children who miss schooling in these circumstances, particularly on repeat occasions and for those children who leave school without clear indications of where they will be continuing their education will be dealt with in line with Children Missing Education: Statutory guidance for local authorities, September 2016.

16.3. The school will carry out daily registration and absences will be dealt with in accordance with this policy

16.4. The school requests that all parents supply at least 2 contacts for each child and where possible, living at different addresses

16.5. Where there are any concerns of a child missing from education, the appropriate form will be completed and returned to the Education Welfare Service.

17. Child Criminal Exploitation (CCE)

17.1. Child Criminal Exploitation is a growing issue where gangs target vulnerable children to get them to carry out criminal activity

17.2. Children who have been exploited and/or trafficked should be treated as victims rather than suspects

17.3. The main generators of gang-related exploitation of children is 'County lines' which is the police term for urban gangs supplying drugs, mainly heroin and crack cocaine, to suburban areas, market and coastal towns. Gangs typically use children to deliver drugs around the country

18. Digital Safeguarding

18.1. It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. A comprehensive curriculum response enables all students to learn about, be able to recognise and manage the associated risks effectively. It will support parents/carers and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.

18.2. While the risks to pupils/students are wide ranging, they have been categorised into 3 main areas:

18.2.1. Being exposed to illegal, inappropriate or harmful material

18.2.2. Being subjected to harmful online interaction with other users

18.2.3. Personal online behaviour that increases the likelihood of, or causes harm

18.3. Online bullying and grooming are both very harmful to young people and the school wants to ensure that this does not happen on its network or equipment but also that students understand how to recognise it happening and protect themselves against it.

18.4. Grooming is a word used to describe how people who want to sexually harm children and young people get close to them, and often their families, and gain their trust.

18.5. Online grooming may occur by people forming relationships with children and pretending to be their friend.

18.6. Radicalisation is a form of grooming, but for the purpose of drawing young people into extremist or terrorist behaviours or to encourage them to enter into abusive relationships with extremist individuals or groups.

18.7. The school has the challenging role of protecting students from the above behaviours on school computers and other hardware as well as via pupils' personal mobile devices.

18.8. Actions are:

18.8.1. Pupils or students using mobile devices as part of their studies are provided with access to the school network to allow the IT network security settings to apply to the personal device

18.8.2. The IT network has appropriate security settings in place which are checked annually. These security setting apply to visitors to the school site who have access to and use the school network

18.8.3. The school has monitoring software which is used to check activity on the network

18.8.4. Cyber-safety is taught through PSHCE

19. Use of Reasonable Force

19.1. A wide range of strategies are deployed to promote good behaviour and, in the event of these not having the desired effect, techniques to verbally de-escalate situations should be used, which should prevent the need to use force from ever occurring.

19.2. Where a concern exists that reasonable force may be used for a child, Risk Assessment/Individual Plans will be put in place to minimise risk of challenging behaviour, thus promoting safe behaviours and resulting in the possibility that the use of Positive Handling having to be deployed, be reduced.

20. Peer on Peer Abuse

20.1. Abusive behaviour can happen to pupils in schools. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. There may be rare occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. Such cases might include but are not limited to:

20.1.1. Online behaviours

20.1.2. Bullying

20.1.3. Sexual violence

20.1.4. Sexual harassment

20.1.5. Drug taking

20.1.6. 'Youth produced sexual imagery' (previously designated as sexting)

20.2. Children can be responsible for sexual violence and sexual harassment against other children. Sexual violence and sexual harassment is never acceptable and will not be tolerated. Some situations are statutorily clear:

20.2.1. A child under the age of 13 can never consent to any sexual activity

20.2.2. The age of consent is 16

20.2.3. Sexual intercourse without consent is rape

20.2.4. Rape, assault by penetration and sexual assault are defined in law

20.2.5. Creating and sharing sexual photos and videos of under-18s is illegal. This includes children making and sharing sexual images and videos of themselves. This is commonly refered to as Sexting and we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

20.3. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. All concerns about sexual violence or sexual harassment should be immediately reported this to the Designated Safeguarding Lead who will consider the response on a case by case basis. Normal safeguarding procedures (as outlined in the Trust's local circumstances) apply and referrals to Children's Services or the Police will be made if deemed necessary.

20.4. We will support the victims of peer on peer abuse through a variety of interventions, internal and external (appropriate to the individual circumstances).

20.5. Through the PSHCE curriculum, children are taught how to respect one another, regardless of gender and ethnicity, and how they can all contribute positively to both the internal and external community of the school.

21. Private Fostering

21.1. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

21.2. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

21.3. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

21.4. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

21.5. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

21.6. School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

21.7. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

22. Prevent Duty

22.1. As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

22.2. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

22.3. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

22.4. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

22.5. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

22.6. Early indicators of radicalisation or extremism may include:

22.6.1. showing sympathy for extremist causes

22.6.2. glorifying violence, especially to other faiths or cultures

22.6.3. making remarks or comments about being at extremist events or rallies outside school

22.6.4. evidence of possessing illegal or extremist literature

22.6.5. advocating messages similar to illegal organisations or other extremist groups

22.6.6. out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

22.6.7. secretive behaviour

22.6.8. online searches or sharing extremist messages or social profiles

22.6.9. intolerance of difference, including faith, culture, gender, race or sexuality

22.6.10. graffiti, art work or writing that displays extremist themes

22.6.11. attempts to impose extremist views or practices on others

22.6.12. verbalising anti-Western or anti-British views

22.6.13. advocating violence towards others

23. Actions

23.1. To raise awareness of the risks to children and to protect them from harm, the following are applied throughout the Trust:

23.1.1. Staff training and information is disseminated through Child Protection Training and in updates

23.1.2. Children learn about this through assemblies and the PSHCE tutor programme.

23.1.3. Staff and students raise any concerns they may have with the Senior Designated Lead for Safeguarding or in their absence the Deputy Senior Designated Lead for Safeguarding (see Annex B)

23.1.4. All leave of absences are monitored, with particular attention made for the countries in which FGM and Child Marriages are prevalent

23.1.5. Should either of the Designated Safeguarding Leads be unavailable, staff will report to a member of SLT who will make contact with the Headteacher and or Designated Safeguarding Lead directly.

24.   Disqualification under the Childcare Act 2006

24.1.   Disqualification under the Child Care Act applies to staff who work in a child care capacity, whether paid, volunteer or are on work placements. Relevant staff are:

- Those working with early years (birth till 1st September following 5th birthday) AT ANY TIME.
- Those working BEFORE or AFTER school with those in Later Years (5 to 8 years old)

24.2.   For those schools in the Trust where this is applicable, DBS checks will show relevant offences and whether staff are on the Children's Barred List. However, it does not show:

- Where a child has been placed under a care order
- Where childcare registration has been cancelled or refused
- Relevant Overseas convictions – offences that if taken place in UK, would have led to conviction

24.3.   Applicable staff will be asked to make a verbal self-declaration that they are not disqualified under the Childcare Act 2006. This will be recorded on the schools SCR with date of self-declaration.

24.4.   Although Disqualification by Association only applied to those in domestic settings, staff are aware of the expectation to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school.

24.5.   Staff are aware that if their circumstances change they must inform the school immediately.

School: Shinfield Infant and Nursery School

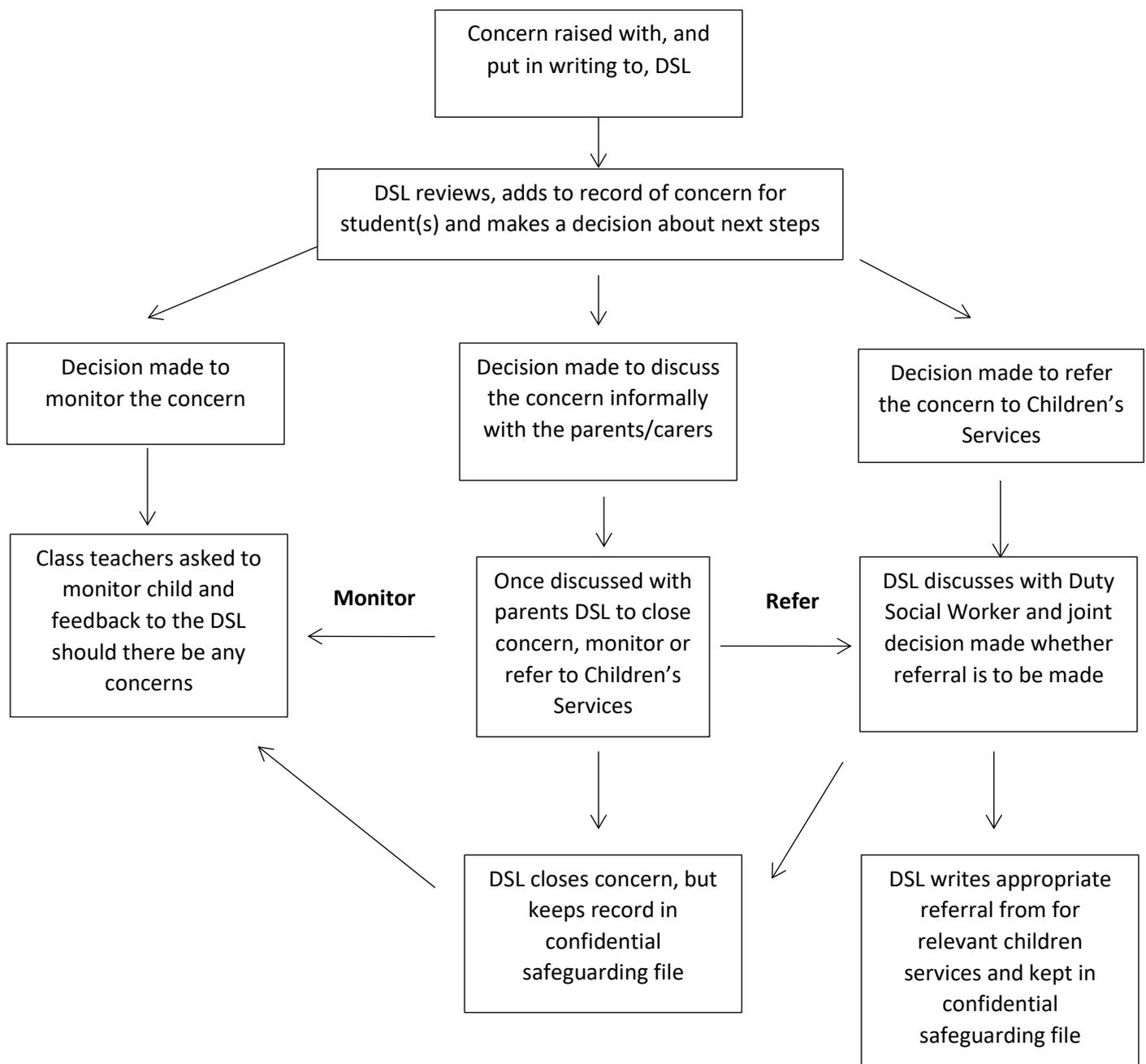**Designated Senior Lead(s) (DSL):** Mrs Amanda Turner (Headteacher)

Deputy Designated Senior Lead(s): Mrs Nicky Lauchlan and Mrs Nicki Mott

Link Local Advisor: Mr Chris Young

The Local Authority Designated Officer (LADO) can be contacted at lado@wokingham.gov.uk

Children's Services Contact Details Wokingham Children's Services: **Phone:** 0118 908 8002 **Email:** triage@wokingham.gov.uk; Reading Children's Services: **Phone:** 0118 9373541 **Email:** ChildrensSinglePointofAccess@reading.gcsx.gov.uk; Bracknell Children's Services: **Phone:** 01344 352005 **Email:** mash@bracknell-forest.gov.uk

Concern raised with, and put in writing to, DSL

↓

DSL reviews, adds to record of concern for student(s) and makes a decision about next steps

↓ (three branches)

Decision made to monitor the concern

Decision made to discuss the concern informally with the parents/carers

Decision made to refer the concern to Children's Services

↓

Class teachers asked to monitor child and feedback to the DSL should there be any concerns

Monitor ← Once discussed with parents DSL to close concern, monitor or refer to Children's Services → **Refer**

DSL discusses with Duty Social Worker and joint decision made whether referral is to be made

↓

DSL closes concern, but keeps record in confidential safeguarding file

DSL writes appropriate referral from for relevant children services and kept in confidential safeguarding file

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The Circle Trust Document: Child Protection Policy   **Page** 24

The Circle Trust Safeguarding Policy Appendix 1 – Key roles

Role	Name	Contact Details
Designated Trustee for Safeguarding	Nicola Brown	0118 3320011 nicola.brown235@ntlworld.com
Senior Designated Person for Safeguarding The Circle Trust	Railton Blyth	0118 9781144 railton@thecircletrust.co.uk
Senior Designated Person for Safeguarding NMR Primary School	Ali Brown	0118 973 3118 head@ninemileride.wokingham.sch.uk
Senior Designated Person for Safeguarding St Crispin's Secondary School	Railton Blyth	0118 9781144 Blythr@crispins.co.uk
Senior Designated Person for Safeguarding Shinfield Infant and Nursery School	Amanda Turner	0118 988 3389 head@shinfield.wokingham.sch.uk
LA Safeguarding Contact/LADO (Local Area Designated Officer)	LADO	0118 974 6141 LADO@wokingham.gov.uk
Triage/Early Help Hub – WBC Children's Social Care		0118 908 8002 triage@wokingham.gcsx.gov.uk
Berkshire West Safeguarding Children Partnership		https://www.wokinghamsafeguardingchildren.org.uk/scp
Whistle blowing regarding Headteachers to the Executive Headteacher	Ginny Rhodes Executive Headteacher	ginny@thecircletrust.co.uk
Whistle blowing regarding the Executive Headteacher to the Chair of the Trustees	Andrew Beckett Chair of the Trustees	chairoftrustees@thecircletrust.co.uk

25. Context

25.1.   From 20th March 2020 parents were asked by central government to keep their children at home, wherever possible, and for schools to remain open only for those children who **absolutely must** attend as a result of their parents being critical workers to the COVID-19 response, vulnerable children and students in receipt of an EHCP.

26. Vulnerable children

26.1.   In the DfE document 'Guidance for Schools about temporary closing, Vulnerable children include those who have a social worker, are classified as a Young Carer and those children and young people up to the age of 25 with education, health and care (EHC) plans.

26.2.   Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989

26.3.   Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

26.4.   Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

26.5.   Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

26.6.   The Circle Trust schools will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

26.7.   Where parents are concerned about the risk of the child contracting COVID19, the DSL/DDSL or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

27. Attendance monitoring

27.1.   Local authorities and education settings do not need to complete their usual day-today attendance processes to follow up on non-attendance.

27.2.	The Circle Trust Schools and social workers will agree with parents/carers whether children in need should be attending school – the school will then follow up on any pupil that they were expecting to attend, who does not. Schools will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

27.3.	To support the above, when communicating with parents/carers and carers, The Circle Trust Schools will ask for confirmation of emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

27.4.	In all circumstances where a vulnerable child does not take up their place at school, or discontinues, The Circle Trust School will notify their social worker

## 28.	Designated Safeguarding Lead

28.1.	The key contacts for safeguarding within The Circle Trust Schools are laid out in Appendix 1

28.2.	The optimal scenario is to have a trained DSL/DDSL available on site. Where this is not the case a trained DSL/DDSL will be available to be contacted via phone or online video - for example when working from home.

28.3.	Where a trained DSL/DDSL is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

28.4.	All staff and volunteers with The Circle Trust Schools will be made aware of who the Senior Leader on site is and how to speak to them.

28.5.	The DSL will continue to engage with social workers, and attend all multi-agency meetings that are conducted remotely.

## 29.	Reporting a concern

29.1.	Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy

29.2.	Staff will continue to report any concern immediately and without delay.

29.3.	Where staff are concerned about an adult working with children in the school, they will continue to follow the process outlined in the Whistleblowing Policy

## 30.	Safeguarding Training and induction

30.1.	During this period, DSL's will complete any required refresher training online

30.2.	All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019)

30.3.	The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

30.4.	Where new staff are recruited, or new volunteers enter a Circle Trust School, they will continue to be provided with a safeguarding induction.

30.5.	If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

30.5.1.	the individual has been subject to an enhanced DBS and children's barred list check

30.5.2.	there are no known concerns about the individual's suitability to work with children

30.5.3.	there is no ongoing disciplinary investigation relating to that individual

30.6.   For movement within the Trust, schools should seek assurance from the Trust Safeguarding Lead that the member of staff has received appropriate safeguarding training.

30.7.   Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

31.   Safer recruitment/volunteers and movement of staff

31.1.   It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, The Circle Trust Schools will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

31.2.   In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

31.3.   Where The Circle Trust Schools are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

31.4.   The Circle Trust Schools will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

31.5.   Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, The Circle Trust Schools will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

32.   Online safety in schools and colleges

32.1.   The Circle Trust Schools will continue to provide a safe environment, including online. This includes the use of an online filtering system.

32.2.   Where students are using computers in school, appropriate supervision will be in place.

33.   Children and online safety away from school

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

33.2.   Online teaching should follow the same principles as set out in The Circle Trust code of conduct.

33.3.   The Circle Trust Schools will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

33.4.   Where remote learning is in place, The Circle Trust Schools will write to parents, students and staff with guidelines to keep themselves safe and signposting to further support if needed

34.   Supporting children not in school

34.1.   The Circle Trust Schools are committed to ensuring the safety and wellbeing of all its Children and Young people.

34.2. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

34.3. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

34.4. The Circle Trust Schools will work closely with all stakeholders to maximise the effectiveness of any communication plan.

34.5. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

34.6. The Circle Trust Schools recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers will be aware of this in setting expectations of pupils' work where they are at home.

34.7. The Circle Trust Schools will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

35. Supporting children in school

35.1. The Circle Trust Schools are committed to ensuring the safety and wellbeing of all its students.

35.2. The Circle Trust Schools will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

35.3. The Circle Trust Schools will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

35.4. The Circle Trust Schools will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

36. Peer on Peer Abuse

36.1. The Circle Trust Schools recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

36.2. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

36.3. The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

37. Support from The Circle Turst

37.1. The Circle Trust Schools DSL will provide support and guidance as appropriate to enable the DSL within the school to carry out their role effectively.

37.2. This includes, but is not limited to, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.