



Charles Darwin School

Safeguarding and Child Protection Policy

Policy & Guidance for Staff

Persons Responsible:

Governors: Ethos Committee

SLT & Designated Safeguarding Lead: Mrs L Rees

The Anti-bullying Policy, Health and Safety Policy, Whistle Blowing Policy, Medical Policy, Attendance Policy, Weapons Related Incident Policy and E-safety Policy are held separately to the Safeguarding Policy but assumed to be an integral part of safeguarding in Charles Darwin School.

Guidance on radicalisation and extremism awareness are included in this Safeguarding Policy from June 2015

This Policy will be updated at least annually and be available publicly via the school website. A hard copy will be provided to all staff.

A COVID-19 Addendum remains included in this Safeguarding and Child Protection policy in case of future requirements during the 2021-2022 academic year

Formally adopted by

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Section 1: Safeguarding and Child Protection Policy

School:

Role	Name	Contact Details
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Deputy DSL	Sunil Chotai	sch@cdarwin.com
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Designated member of senior leadership team if DSL (and deputy) cannot be on site	Mick Boyden	mbo@cdarwin.com
Headteacher	Sunil Chotai	sch@cdarwin.com
Local authority designated officer (LADO)	Gemma Taylor	0208 461 7669 Gemma.Taylor@bromley.gov.uk
Education Safeguarding officer (Bromley)	Joan Keenan-O'Malley	0208 461 7266 Joan.Keenan-O'Malley@bromley.gov.uk
Chair of governors	Iain Turner	

1. Introduction and Aims

- 1.1. The Governors and staff of Charles Darwin School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.2. The governing body will ensure they facilitate a whole school approach to safeguarding. This means we will ensure safeguarding and Child Protection are at the forefront and underpin all relevant aspects of process and policy development.
- 1.3. All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. Safeguarding should be 'child-centred' in its approach, meaning the best interest of the child should be considered at all times.
- 1.4. The aims of this policy are:
 - 1.4.1. To support the child's development in ways that will foster security, confidence and independence.
 - 1.4.2. To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
 - 1.4.3. To provide a systematic means of monitoring children known or thought to be at risk of harm.
 - 1.4.4. To emphasise the need for good levels of communication between all members of staff.
 - 1.4.5. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
 - 1.4.6. To emphasise that the school has a zero tolerance to abuse in any form.
 - 1.4.7. To develop and promote effective working relationships with other agencies, especially the Police, Health Services and Social Services. (See *Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children 2018.*)
 - 1.4.8. To ensure that all adults who have access to children have been checked as to their suitability and have a Disclosure and Barring Service [DBS] check. The school will implement recruitment procedures as recommended in *Keeping Children Safe in education: Statutory guidance for schools and colleges September 2021 Part 3.*
 - 1.4.9. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.

2. Procedures

- 2.1. Our school procedures for safeguarding children will be in line *with the London Child Protection Procedures 5th edition 2017, last updated March 2020 and 6 monthly thereafter), the latest Keeping Children Safe in Education September 2021 [hereafter referred to as KCSIE 2021] and the latest Working Together to Safeguard Children [Feb 2019].*

- 2.1.1. We have a designated safeguarding lead who is a senior member of staff. This member of staff is Louise Rees, Deputy Headteacher and takes lead responsibility for safeguarding and child protection. This is explicit in her job description, in line with recommendations in KCSIE 2021.
- 2.1.2. We have 3 members of staff who are the deputy designated safeguarding leads and will act in the designated teacher's absence. The deputy designated safeguarding leads are Sunil Chotai, Headteacher and Julie Gater Year 10/11 Pastoral Manager.
- 2.1.3. The Designated Safeguarding Lead and deputies undergo training to provide them with the knowledge and skills to carry out this role. This specific training is updated every two years and evidenced in the Safeguarding Training log [level 4/5 – Group 3].
- 2.1.4. Key pastoral and inclusion staff have relevant training and skills to carry out their supportive role. This specific training will be completed every three years [level 2] and is supported by regular in house training specific to the needs of the school and the individual concerned. This is evidenced in the Safeguarding Training log.
- 2.1.5. All members of staff, including admin staff, cleaners, site staff and leisure centre employees complete formal level 1 training and have regular in house training and updates throughout the year. This can be via staff INSET days, CPD programme, staff meetings or staff bulletins.
- 2.1.6. New staff induction in September and January will include safeguarding expectations at Charles Darwin School and the completion of Level 1 Safeguarding training if not already held. WRAP training for all staff has been completed with new staff being trained prior to starting at the school and repeated if required.
- 2.1.7. Staff induction will always include awareness of the school's:
- Safeguarding and Child Protection Policy
 - The Behaviour Policy
 - Staff Code of Conduct
 - The role of the Designated Safeguarding Lead and deputies
 - The latest part 1 and related appendix of Keeping Children Safe in Education (DfE)
- 2.1.8. Copy of Part 1 of Keeping Children Safe in Education is provided for staff in Induction and thereafter every year in September. This will be signed for by all staff including those that do not work directly with children to confirm they have read and understood the document.
- 2.1.9. All parents/carers are made aware of the responsibilities of staff members with regard to child protection/safeguarding procedures. Key policies are held on the school website.
- 2.1.10. All members of staff are aware of any immediate/urgent action required to assist the child, e.g. emergency medical treatment, via individual healthcare plans [IHCPs] summarised on SIMS and reminders issued via Monthly Medical Memo which is emailed to all staff. The healthcare lead will ensure staff awareness of these IHCPs is updated and that medical concerns are circulated to staff in September and updated.
- 2.1.11. All staff are responsible for reporting concerns regarding a colleague's behaviour. *See Whistle-blowing Section 9. This is reinforced in New Staff Induction and in whole staff Safeguarding refresher in September.*
- 2.2. Our safeguarding procedures will be regularly reviewed and updated in light of the latest guidance
- 2.3. All members of staff will be given a copy of our school child protection procedures as part of their welcome pack every September along with the latest Keeping Children Safe in Education Part 1. This will also be signed for by staff to confirm they have read and understood the document.

- 2.4. Governors will receive regular reports about numbers of CAF's, child protection referrals, allegations against school staff and other child protection/safeguarding matters via the designated governor.
- 2.5. Governors will receive a written annual report and mid-year report detailing safeguarding and child protection matters from that year. This will be written by the Designated Safeguarding Lead. Governor receive regular updates on safeguarding via the staff bulletin and via governors meetings where it is a standing item on agendas.
- 2.6. The Anti-bullying Policy, Health and Safety Policy, Weapons Related Incident Policy, Attendance Policy, Medical Policy and E-safety Policy are held separately to the Safeguarding Policy but assumed to be an integral part of safeguarding in Charles Darwin School.

3. Responsibilities

- 3.1. The designated teacher is responsible for:
 - 3.1.1. Providing support to staff to carry out their safeguarding duties.
 - 3.1.2. To provide regular safeguarding training for all staff and specific lead staff when required.
 - 3.1.3. Adhering to the London Child Protection Procedures fifth edition 2017, Bromley Safeguarding children Board and School/College policies with regard to referring a child if there are concerns about possible abuse.
 - 3.1.4. Support staff who are involved in referrals to local authority children's social care.
 - 3.1.5. Keeping records of concerns about a child even if there is no need to make an immediate referral. This may be via MyConcern, a safeguarding referral and tracking portal used by the school since January 2020.
 - 3.1.6. Ensuring that all such records are kept confidentiality and securely and are separate from pupil records. If kept electronically, this will be via MyConcern.
 - 3.1.7. Ensuring that the following procedures are carried out for any pupil subject to a Child Protection Plan. On day one of any absence from school a trained member of staff will telephone the home. If there is no reply from the home and/or there are serious concerns for the child's wellbeing, Social Care and Education Welfare should be contacted. See London Child Protection Procedures 2017 Practice and Guidance Chapter 3 "Children missing from care, home and education".
 - 3.1.8. Completing a written annual report on child protections and Safeguarding for the governing body in July each year. A mid-year report could also be provided for discussion.
 - 3.1.9. Completing the Borough's Safeguarding audit required by the Local Authority each year as requested.
 - 3.1.10. Completing a school Prevent risk assessment from 2016-2017 and updating if required thereafter.
 - 3.1.11. Refer cases to the channel programme where there is a radicalisation concern as required following conversation with the Borough PREVENT Police:ChannelProject@met.pnn.police.uk [see 12.10.3].
 - 3.1.12. Keeping the safeguarding and child protection policy up to date with new guidance and reviewing policy annually as a minimum.

4. Supporting Children

- 4.1. We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

- 4.3. We accept the behaviour of a child in these circumstances may range from that which is perceived to be 'normal'. e.g
- Difficulty concentrating and not performing as well in school
 - Becoming withdrawn
 - Mood or behaviour changes seen
 - Tiredness
 - Mental health needs
 - Self-harming
 - Risk taking behaviour
 - Using drugs or alcohol
- 4.4. Our school will support all pupils by:
- 4.4.1. Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - 4.4.2. Promoting a caring, safe and positive environment within the school.
 - 4.4.3. Having a clear reporting system in place where children know of a trusted adult that they can report concerns to including peer on peer abuse.
 - 4.4.4. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.5. Notifying Children's Social Care if there is a significant concern.
 - 4.4.6. Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupils' new school. A covering letter with a returns slip confirming receipt is requested and followed up.
- 4.5. Our school will complete a Vulnerable Children's Audit in the autumn term and update this throughout the year, to best identify those students most likely to need additional support in or out of school. This audit will also indicate those requiring first day calling via the attendance officer due to their vulnerability [4 and 5* pupils].
- 4.6. All staff have regular training and/or updates and will be aware of the process required to refer a child to Children's Social Care.

5. Safeguarding Issues

- 5.1. All staff should be aware of the range of safeguarding issues that can put children at risk of harm. Staff should know general indicators of abuse and neglect (see paragraph 4.3) but also for specific safeguarding. Issues as cited in KCSIE 2021. Staff should be vigilant as multiple issues may overlap with one another. The list below is not definitive but covers key areas included in the KCSIE 2021 update that all staff should be familiar with:
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) P.12 paragraph 32-39. (See further details in this policy below (paragraph 5.2))
 - Peer on Peer abuse p14-16 and Part Five 'Child on Child Sexual Violence and Sexual Harassment'. (See p11 of this Policy for further details.)
 - Serious Violence p15.
 - Female Genital Mutilation P13.
 - Mental Health P13

Annex B of KCSIE 2021 contains further details of all the above Safeguarding Issues (P125 onward). Due to its importance, this annex is also issued with KCSIE 2021 Part 1 to all staff in September and should therefore be read in conjunction in September 2021

- 5.2. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).
Both CSE and CCE are forms of abuse that occur where an individual or group takes

advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants and /or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or threat of.

5.3. Child Criminal Exploitation (CCE).

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

5.4. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Further information about CSE including definitions and indicators is included in Annex B of KCSIE 2021 (Issued to all staff in September). Indicators include where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional wellbeing
- misuse drugs and alcohol
- go missing for regular periods or regularly come home late
- regularly miss school
- have older boyfriends or girlfriends
- suffer from STI's display sexual behaviours beyond expected sexual development or become pregnant

See Appendix 8 for a CSE warning signs mnemonic poster.

6. Confidentiality

- 6.1. We recognise that all matters relating to Child Protection are confidential.
- 6.2. The Head Teacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.
- 6.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.4. All staff must be aware that they cannot promise a child to keep secrets.
- 6.5. Any paperwork relating to Child Protection will be kept securely in a locked cabinet. A log book will identify when the cabinet is opened and by whom.
- 6.6. Any confidential information stored electronically is double password-protected.
- 6.7. Internal sharing of confidential information on a child where there are safeguarding concerns will be done via MyConcern from January 2020. This is a recognised safeguarding software which will securely log and track concerns.

7. Supporting Staff

- 7.1. We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 7.2. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

8. Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors (See Part 4 KCSIE 2021)

- 8.1. We understand that a pupil may make an allegation against a member of staff.
- 8.2. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher.
- 8.3. The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer 2020 – Gemma Taylor – 020 8461 7669/Mob: 07850 921 631; LADO@bromley.gov.uk
- 8.4. If the allegation made to a member of staff concerns the Head Teacher, the designated safeguarding lead should be informed who will immediately inform the Chair of Governors and they will then discuss the allegation with the Local Authority Designated Officer.
- 8.5. The school will follow both the latest London Child Protection Procedure Guidance and Bromley's Safeguarding Children Boards' protocols for managing allegations. Circular 095/07, Safeguarding Children and Safer Recruitment in Education (Chapter 5) and the London Child Protection Procedures Part A, March 2017. See Appendix 1 of this policy for Allegations/Concerns against Staff or Volunteers Core Procedures Section 7.
- 8.6. A clear and comprehensive summary of all allegations, follow-up and resolution, action taken and decisions reached, is kept in the confidential personnel file of the member of staff that the allegations is against. Any malicious allegations will not be stored in this way.
- 8.7. The Headteacher will refer cases where a person is dismissed or leaves due to risk/harm to a child to the Disclosure and Barring Service as required in Keeping Children Safe in Education.
- 8.8. Whilst schools and colleges are not the employer of supply teachers, they should ensure that allegations are dealt with properly (KCSIE 2021). In no circumstances will CDS decide to cease to use a supply teacher due to safeguarding concerns without investigation and liaising with the LADO

9. Whistleblowing

- 9.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 9.2. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues (Including supply staff and volunteers)
- 9.3. Concerns about another staff member who may pose a risk of harm to children should be referred to the Headteacher; where there are concerns about the Headteacher, this should be referred to the Chair of Governors (KCSIE 2021).
- 9.4. All staff will receive the school's Whistleblowing Policy in September via the staff Information Handbook. This will be signed for by staff to confirm they have read and understood the document.
- 9.5. Further details can also be found in KCSIE 2020 Part 4: allegations of abuse made against teachers and other staff, including supply teachers and volunteers (p. 81 onwards).

10. Physical Intervention

- 10.1. Our policy on physical intervention by staff acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be minimal force necessary to prevent injury to another person or themselves.
- 10.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under the child protection or disciplinary procedures.

11. Bullying

- 11.1. Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- 11.2. The school recognises that peer on peer abuse can take many forms, e.g. cyber-bullying, prejudiced based and discriminatory bullying, sexual violence or harassment, physical abuse, sending nude or semi-nude images or videos and initiating/hazing type violence and rituals and Upskirting (a criminal offence from 2019). See Section 16 p.11/12 of this Policy
- 11.3. The school will strive to achieve the Bullying Intervention Group (BIG) Award to identify its commitment to tackle and reduce any incidents of bullying in the school.
- 11.4. Any incidents of bullying are logged in the school's shared area and reviewed by the pastoral team. Three year trends are reviewed by the pastoral team.

12. Racist Incidents

- 12.1. Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.
- 12.2. Any incidents of racism are logged in the school's shared area and three year trends are reviewed by the pastoral team.

13. Radicalisation and extremism

- 13.1. Since the Education and Inspections Act 2006 schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism.
- 13.2. Safeguarding children from all risks of harm is an important part of Charles Darwin School's work and protecting them from extremism is one aspect of that.

- 13.3. At Charles Darwin School, we ensure that through our school's ethos, we promote tolerance and respect for all cultures, faiths and lifestyles. We ensure that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.
- 13.4. We have a duty to prepare our pupils for life in modern Britain and to keep them safe.
- 13.5. Everyone at Charles Darwin School has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.
- 13.6. Statutory Duties
The duty to prevent children and young people being radicalised is set out in the following documents.
- Counter Terrorism and Security Act 2015
 - Keeping Children Safe in Education 2019
 - Prevent Duty Guidance 2015
 - Working Together to Safeguard Children 2018
- 13.7. Non-statutory Guidance
- Promoting fundamental British values as part of SMSC in schools: DfE
 - Departmental advice for maintained schools 2014

13.8. Definitions

- 13.8.1. Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- 13.8.2. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 13.8.3. British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

13.9. It is the role of the Safeguarding Lead, Headteacher and Governing Body to ensure that the college meets its statutory duties with regard to preventing radicalisation.

13.10. Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- 13.10.1. ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. WRAP training is compulsory for all teaching staff, admin staff and the site team to complete (see 12.14)
- 13.10.2. receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- 13.10.3. make referrals to appropriate agencies with regard to concerns about radicalisation to contact the Bromley PREVENT Police:ChannelProject@met.pnn.police.uk to discuss any concerns
- 13.10.4. liaise with partners, including the local authority and the police
- 13.10.5. complete a school PREVENT Risk assessment.

13.11. Role of staff

It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

13.12. Curriculum

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. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. 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.

13.13. Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at Charles Darwin School block inappropriate content, including extremist content. We use two firewalls to protect incoming and outgoing content – Smoothwall [firewall and web content filtering software] and Web 2.0 plus Mail Protect hosted by Atomwide]. Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff. We are aware that children and young people have access to unfiltered internet when using their mobile phones; staff are alert to the need for vigilance when pupils are using their phones.

13.14. Staff Training

Relevant staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This training is completed as WRAP training wither face-to-face or online. This information also forms part of annual safeguarding reminders in September, including that to new staff as part of their Induction. See appendix 2 for signs of vulnerability to radicalisation and extremism.

- 13.15. Visitors
Visitors to the school are made aware of our safeguarding and child protection policies on arrival and are given information about what to do if they are concerned about any aspect of child welfare. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. The Safeguarding and Safety Information for Visitors leaflet will be signed for on arrival at the school from September 2016 and be updated annually as a minimum.
- 13.16. Referral Process
Staff and visitors to the school must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.
- 13.17. *The Prevent duty, Departmental advice for schools and childcare providers, June 2015* explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

14. Online Safety

- 14.1. Our policy on E-safety is set out in a separate policy and acknowledges the importance of pupils staying safe on-line and via mobile phone apps. All staff must remain aware that technology is a significant component in many wellbeing and safeguarding issues.
- 14.2. Governors should ensure that pupils are taught about safeguarding, including on-line safety.
- 14.3. The curriculum in Year 7 and 8 teaches pupils, in IT lessons about how to stay safe on-line and the dangers of sending nude/semi-nude images and/or vidoes. (youth produced sexual imagery) etc.
- 14.4. Further opportunities to teach safeguarding will include covering relevant issues for the school through Relationships and Sex Education and Health Education, compulsory from September 2021. Charles Darwin School will introduce this in a phased approach via the new Personal Development curriculum in Year 8, through the Tutorial and Assembly Programme in Year 7-13 and through specific subject content.
- 14.5. An E-safety lead on SLT will be appointed. For 2021-22 this will be Jon Simpson, Assistant Headteacher. He will be expected to lead on the promotion of E-safety across the school, via assemblies, tutorial work, displays and annual parental presentation to new Year 7s in July each year. The Personal Development Leads 2021-22 are Louise Rees (DHT and DSL) and Rob Jones (AHT)
- 14.6. New Year 7 parents will be invited to an e-safety awareness presentation from July 2015 prior to their son/daughter starting at the school. [Attendance at this presentation is expected.]
- 14.7. Parents will be given regular online safety updates via the Link (school newsletter) when relevant.
- 14.8. The school website will have a link for all users to immediately report inappropriate use of the internet [CEOP]. This is a requirement of good practice in all Kent schools and has been adopted by Charles Darwin School.
- 14.9. KCSIE 2021 includes a link to new DfE guidance on teaching pupils how to stay safe online [Annex D KCSIE 2021]. This includes how to support keeping children safe online when they are learning at home.

15. Prevention

- 15.1. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 15.2. The school community will therefore:
 - 15.2.1. Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - 15.2.2. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 15.2.3. Include in the curriculum opportunities for personal development education which equip children with the skills they need to stay safe from harm and to know to whom they should turn to for help.
- 15.3. From September 2012, all staff and Governors are required to wear a staff/governor lanyard, identifying to children that they are a member of staff. This was introduced for the Sixth Form students in 2014; appropriate use of the gate fob is part of the Sixth Form contract.
- 15.4. The school gates at reception will be closed by 8.45am every day and re-opened at 2.55pm to prevent free access onto the school site. Gate will again be closed at 6.00pm for the safety of staff on site in the evening.
- 15.5. The school's personal development offer will constantly be reviewed to ensure that visiting speakers for assemblies and revised tutor programmes from internal or external sources, keep pupil support from risk as relevant and up to date with need as possible.
- 15.6. The school will continue to engage parents/carers with online safety through the school newsletter and face to face presentations.

16. Peer on Peer Abuse (KCSIE page14-16)

- 16.1. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- 16.2. Peer on peer abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); For further information about sexual violence see Annex B.
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - consensual and non-consensual sharing of nudes and semi nudes images and or videos¹³ (also known as sexting or youth produced sexual imagery);
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

- 16.3. All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- 16.4. The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex inside or outside of school or online. It can also occur through a group of children sexually assaulting or sexually harassing a single children or a group of children.
- 16.5. The school recognises that all victims should be taken seriously and that some groups are more at risk, namely children with SEN and LGBT + children.
- 16.6. Challenging and reporting online sexual harassment if they become aware that it has occurred. This may include online through:
- Non-consensual sharing of indecent nude and semi-nude images and/or videos especially around chat groups.
 - Unwanted sexual 'jokes', comments and message including on social media.
 - Sharing of abusive images or pornography to those who do not want to receive such content.
 - Abusive, harassing and misogynistic messages.
- 16.7. Recognising signs that indicate a child may be at risk from or involved in serious crimes. They should know the associated risks involved and measures in place to manage these [included in Part 1 KCSIE 2021, page 15]. Staff should be aware of indicators that may signal that children are at risk from, or are involved with, serious violent crime, including:
- Unexplained gifts/new possessions. These can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Increased absence from school.
 - Change in friendships/relationships with others/groups.
 - Significant decline in performance.
 - Signs of self-harm/significant changes in wellbeing.
 - Signs of assault/unexplained injuries.
- All staff should be aware of associated risks from involvement with serious crime and measures in place to manage them.
- 16.8. If staff have a concern or a child makes a report to them, if they are in doubt as to what to do they should speak to the Achievement Coordinator who in turn will liaise with the Designated Safeguarding Lead or Deputy.
- 16.9. **Staff should recognise peer on peer abuse may be taking place even if not reported.**

17. Health and Safety

- 17.1. Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.
- 17.2. The school's Health Lead (based in Student Services) has responsibility for overseeing pupil's health needs as the Lead First Aider in school. They liaise closely with Achievement Coordinators, Pastoral Managers and Designated Safeguarding Lead where appropriate regarding student wellbeing.

18. Safer Recruitment

- 18.1. The school will implement their responsibilities for safer recruitment strategies as recommended in Keeping Children Safe in Education, September 2021 Part three p.47
- 18.2. This will include appropriate training for Head Teachers/Deputies/Governors and others who recruit and select staff and volunteers. These staff will attend the NCSL Safer Recruitment training.
- 18.3. As part of the Safer Recruitment process all staff being offered positions within the school should have their offers made subject to an enhanced Disclosure and Barring Service [DBS] [formerly CRB] check.
- 18.4. The school follows the advice of Bromley Safeguarding Children Board and renews DBS documents every three years.
- 18.5. The Single central record of these checks will be held by the Personnel & Administration Manager (2021: Julie Hodgkinson) and checked and signed by the Chair of Governors and Designated Governor for Child Protection and Safeguarding annually. This record will include all staff, including teacher trainees on salaried routes, agency and third party supply staff, even if they work for one day

19. Information Sharing

- 19.1. The school recognises that information sharing is essential for effective safeguarding and promoting the welfare of children and young people.
- 19.2. The school is guided by the HM Government advice which was produced in July 2018 to support practitioners in the decisions they take to share information, reducing the risk of harm to children and young people and promotes their well-being.
- 19.3. The school's working practice has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.
- 19.4. Practitioners will use their judgement when making decisions about what information to share and consult their line manager or DSL if in doubt.
- 19.5. The following principles will be used when making decisions to share information to support the safeguarding and protection of a child (P9 and 10 Information Sharing July 2018):
 - Necessary and proportionate
 - Relevant
 - Adequate
 - Accurate
 - Timely
 - Secure
 - Recorded
- 19.6. See Appendix 9 Flowchart of when and how to share information (P2 Information Sharing : Advice for practitioners providing safeguarding services to children July 2018).

20. Multi-Agency Working

- 20.1. The school will continue to work closely with relevant external agencies in the interest of the child and family. Schools have a pivotal role to play in multi-agency safeguarding arrangements.
- 20.2. If Charles Darwin School is named as a relevant agency under published arrangements of our local Safeguarding partners, we will comply with these local arrangements to work alongside social care, the police, health and other services.
- 20.3. The Governing body will ensure that Charles Darwin School contributes to multi agency working in line with statutory guidance – Working Together to Safeguard Children 2018 (updated February 2019).

Reviewed for approval by the Ethos Committee in September 2021

Section 2: Guidance for Staff

1. Identifying abuse and taking action: Listening to Children

- 1.1. Experience, and consultation with children, shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, know who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.
- 1.2. Children also want to know that they will be listened to and their concerns will be taken seriously, so all staff should seek to demonstrate to children that they provide them with a safe environment where it is okay to talk.
- 1.3. Any member of staff, teaching or non-teaching, who is approached by a child wanting to talk should listen positively and reassure the child. They should record the discussion with the pupils as soon as possible and take action in accordance with the school's child protection procedures.
- 1.4. The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a pupil makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the note.
- 1.5. Staff must also be aware that:
 - it is not the responsibility of teachers or other staff in school to investigate suspected cases of abuse;
 - they should not take any action beyond that agreed in the school procedures which are in line with Bromley and London Child Protection Procedures 2015; and with Keeping Children Safe in Education 2019;
 - they cannot promise a child 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 should refer to the child sexual exploitation warning signs mnemonic poster [appendix 8 of this policy] [Bromley June 2017].

Identifying Abuse: Categories and Definitions (taken from *What to do if your child is being abused 2015* and *Keeping Children Safe in Education 2021*).

- 1.6. **Physical Abuse**
May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child and includes a parent feigning symptoms of or deliberately causing ill health to a child who they are looking after. Female genital mutilation (FGM) constitutes child abuse.
- 1.7. **Emotional Abuse**
Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone.

- 1.8. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).
- 1.9. Neglect
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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm, or the failure to ensure access to appropriate medical care or treatment. It may include neglect of, or unresponsiveness to, a child's basic emotional needs. It may occur during pregnancy e.g. as a result of maternal substance abuse.

2. Recognising Concerns

- 2.1. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Through their day-to-day contact with individual children, teachers and other staff in the education service are particularly well placed to observe and should be alert to, outward signs of abuse, changes in behaviour or failure to develop.
- 2.2. Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition, and of emotional abuse, such as excessive dependence or attention-seeking, may be noticeable. Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity or withdrawal.
- 2.3. Self-harm, either through substance misuse, physical self-harm, or by threats of suicide or other self-harming gestures, including serious eating disorders, may be another indicator of abuse, although there are often other reasons for such extreme behaviour.
- 2.4. It is important to note that these signs and others can do no more than give rise to suspicion – they are not in themselves proof that abuse has occurred. However, All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such drug taking, alcohol misuse, missing education and consensual and non-consensual sharing of nude or semi-nude images/videos can be signs that children are at risk.
- 2.5. Any concerns about a child's welfare should be brought to the attention of the designated safeguard lead (or deputy) and then, where appropriate, shared with the statutory agencies and designated professionals responsible for child protection by the designated safeguarding lead (or deputy)..

3. Action to be taken by school staff

- 3.1. Immediate Action
- 3.1.1. The first priority for any member of staff receiving a concern/allegation is to establish whether any child is in need of medical attention and/or protection.
- 3.1.2. If urgent action is required, medical assistance should be obtained by the first aider on duty.
- 3.2. Action by Person Initially Identifying/Receiving a Concern
- 3.2.1. Where a concern is reported to or identified by a member of staff, the first priority is to establish whether the child is in need of medical attention and/or protection.

- 3.2.2. Any member of staff receiving details of a concern **should**:
- Act with tact and sympathy
 - Listen and treat the concern seriously
 - Communicate as appropriate to the age, understanding, language preference and any communication difficulties of the child/person reporting (specialist help may be needed)
 - Avoid leading questions
 - Keep an open mind
- 3.2.3. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.
- 3.2.4. The person receiving the concern **should not**
- interrupt the child/person reporting when he/she is recalling significant events;
 - make assumptions or interpretations;
 - make suggestions or offer alternative explanations. This could be construed as 'coaching';
 - use leading questions e.g. "Did they do to you?". Open questions should only be used e.g. "What happened?";
 - attempt to investigate any suspicion of abuse. Only sufficient information should be sought to clarify whether a concern should be referred to social services and/or police, or dealt with internally.
- 3.2.5. The person receiving a concern should:
- record in writing the information (if applicable, in child's own words), including times, dates, place of incident(s), persons present and what was said
 - sign and date the written record
 - add concern to MyConcern, the school's web based safeguarding referral system for internal concerns
 - report the matter to the DSL or deputy : Louise Rees (DSL); Julie Gater (DDSL); Sunil Chotai (DDSL)
- 3.2.6. Staff should be aware that the notes they make may be disclosable in any subsequent prosecution. Staff may also be called to give evidence in court proceedings and may be asked to refer to their notes.
- 3.2.7. The child or other person reporting the concern should not be promised confidentiality, but reassured that the information will only be passed to those who 'need to know'.
- 3.2.8. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- 3.2.9. Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
- is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have an EHCP)
 - has mental health needs
 - is a young carer
 - is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, association with organised crime groups or county lines
 - is frequently missing/goes missing from care or home
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - is at risk of being radicalised or exploited

- has a family member in prison or is affected by parental offending
- is in family circumstance where drug or alcohol misuse, adult mental health or domestic abuse are evident
- is misusing drugs or alcohol themselves
- has returned home to family from care
- is at risk of FGM or forced marriage i.e. 'honor' based abuse
- is privately fostered
- is a Persistent Absentee from school (inc part day).

4. Initial Action by the Designated Safeguarding Lead

- 4.1. The designated person or deputy DSL should:
 - obtain written details, signed and dated, from the person who initially identified or received the concern (not from the child/person reporting the concern) and signed and dated by that person
 - record any information about times, dates and location of incident(s) and details of any potential witnesses.
- 4.2. No attempt should be made to investigate the matter as inappropriate questioning could jeopardise a child protection or criminal investigation and cause distress to the child.

5. Initial Consideration of Concern

- 5.1. The member of staff identifying or receiving the concern and the designated person, should discuss the concern and available information in order for the designated person to decide on the most appropriate course of action. If there is any doubt about the action to be taken, the designated person will seek advice from the LEA lead officer, duty team manager of the Social Care Referral and Assessment Team or police as appropriate.
- 5.2. The designated person will keep a record of all information collected and any subsequent decisions and action taken, including details of any persons involved in those decisions/actions.
- 5.3. A concerns form pro-forma is available in Appendix 6 of this policy if the DSL or deputies wish to use this to record concerns.

6. Outcome of Initial Consideration

- 6.1. The possible outcomes of this initial consideration are:
 - 6.1.1. Significant Harm
If it is considered that a pupil has suffered or is at risk of significant harm, the DSL (or deputy) should make an immediate referral to Children's Social Care.
 - 6.1.2. Criminal Offence
If the alleged concern might constitute a criminal offence, the designated person should make an immediate referral to social services.
 - 6.1.3. Child in Need
If a child is considered to be in need of help, a referral should be made to the appropriate person/organisation e.g. educational psychologist, social services or a CAF is completed in order to work with the family to engage outside professionals to work with the child.
 - 6.1.4. No further action
If, after discussion with the member of staff reporting the concern, the designated person decides that no further action is required, he/she should make a record of the reasons for this decision. A CAF may be considered if further concerns are raised of the same level.
 - 6.1.5. See Appendix 3(i) for a flow chart summary of dealing with child protection concerns and 3(ii) when that concern is specific to Female Genital Mutilation (FGM) (SEE WEBSITE)

- 6.1.6. See Appendix 4 for the Assessment Framework that will be used when assessing need taken from *Working together to safeguard children 2018*.
- 6.1.7. See Appendix 6 for concern forms that could be used by the DSL (or deputy) when recording an initial concern. This can be scanned then attached to MyConcern as evidence.

7. Record Keeping

- 7.1. A hard copy of some historic Child protection records (e.g. referrals, conference minutes/reports) are kept securely and separately from a child's educational records. These are exempted from the list of records which are available for examination by parents or children unless subject to a Court order. A label is placed on the file of any child who is or has been on a child protection plan to indicate that further records are available on the child in the event of any concerns and in order to ensure a consistent level of pastoral care for such students. More recently, electronic copies of these records have been held on MyConcern (since Jan 2019)
- 7.2. The recording system via MyConcern is regularly maintained by the DSL or Deputy DSL . When a child moves to a new school these records will be sent ELCTRONICALLY or under separate cover as recorded delivery to the appropriate designated person. These records will be requested of the designated person to a previous school by the Admissions Officer [2021: Debbie Paterson].

8. Common Assessment Framework

- 8.1. The CAF is designed as an assessment tool to facilitate early intervention and co-operation between agencies to improve outcomes for children/young people with additional needs.
- 8.2. You might use a CAF:
 - if you are concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing;
 - you receive a request from the child/young person or parent/carer for more support;
 - you are concerned about the child/young person's appearance or behaviour, but their needs are unclear or are broader than your service can address.
- 8.3. Since November 2009 it has been procedure that a CAF is completed as part of the referral to the Referral and Assessment Team in Bromley. See Appendix 5 for copy of form, available on school website copy of this policy. Croydon referrals are completed via a referral to Early Help

9. Training and Safeguarding and Child Protection

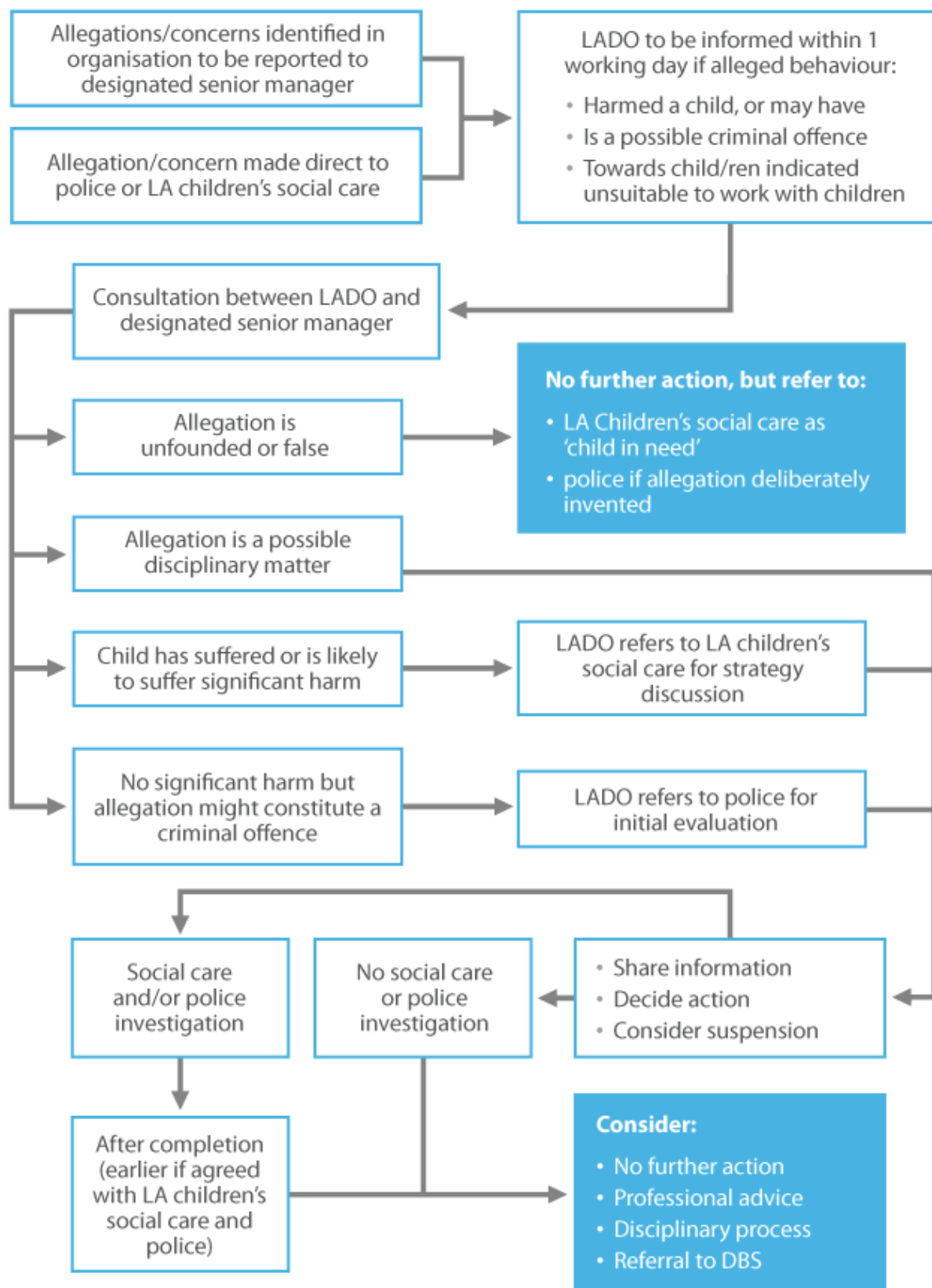
- 9.1. The Designated Safeguarding Lead will enable regular safeguarding training for staff which is integrated, aligned and considered as part of the whole school safeguarding approach.
- 9.2. The designated and deputy designated safeguarding leads will complete Level 4/5 training in safeguarding and Child Protection every two years.
- 9.3. The other deputy Head and all Achievement co-ordinators, the SENCo, Pastoral Managers, Student Isolation Room Manager, Student Services Office Manager and Assistant (Family and Health) will all complete Level 3 training in Safeguarding and Child Protection every three years.
- 9.4. All teaching staff, the Site Team and groundsmen and administrative staff all complete Level 1 training every three years, and receive regular updates via staff bulletin, INSET days or staff briefing announcements.
- 9.5. Senior Mental Health Leads will complete updates and relevant training refreshers as requested.
- 9.6. If any required training is felt necessary during the academic year for any members of the pastoral or teaching staff, this should be promoted and offered via the DSL or deputy
- 9.7. A log of training is kept and updated. This is held in the admin office by Mrs Jo Stephens

- 9.8. The annual report to governors should include staff training on safeguarding and child protection completed by staff that year.
- 9.9. The school will continue to strive for an outstanding provision of safeguarding across the school, meeting and going beyond requirements.
- 9.10. Appendix 7 has a list of useful websites related to the content of this policy.

Reviewed for approval by the Ethos Committee in September 2021

APPENDIX 1

**Allegations / Concerns Against Staff
Child Protection Process**



Signs of vulnerability to radicalisation and extremism

Signs of vulnerability to radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

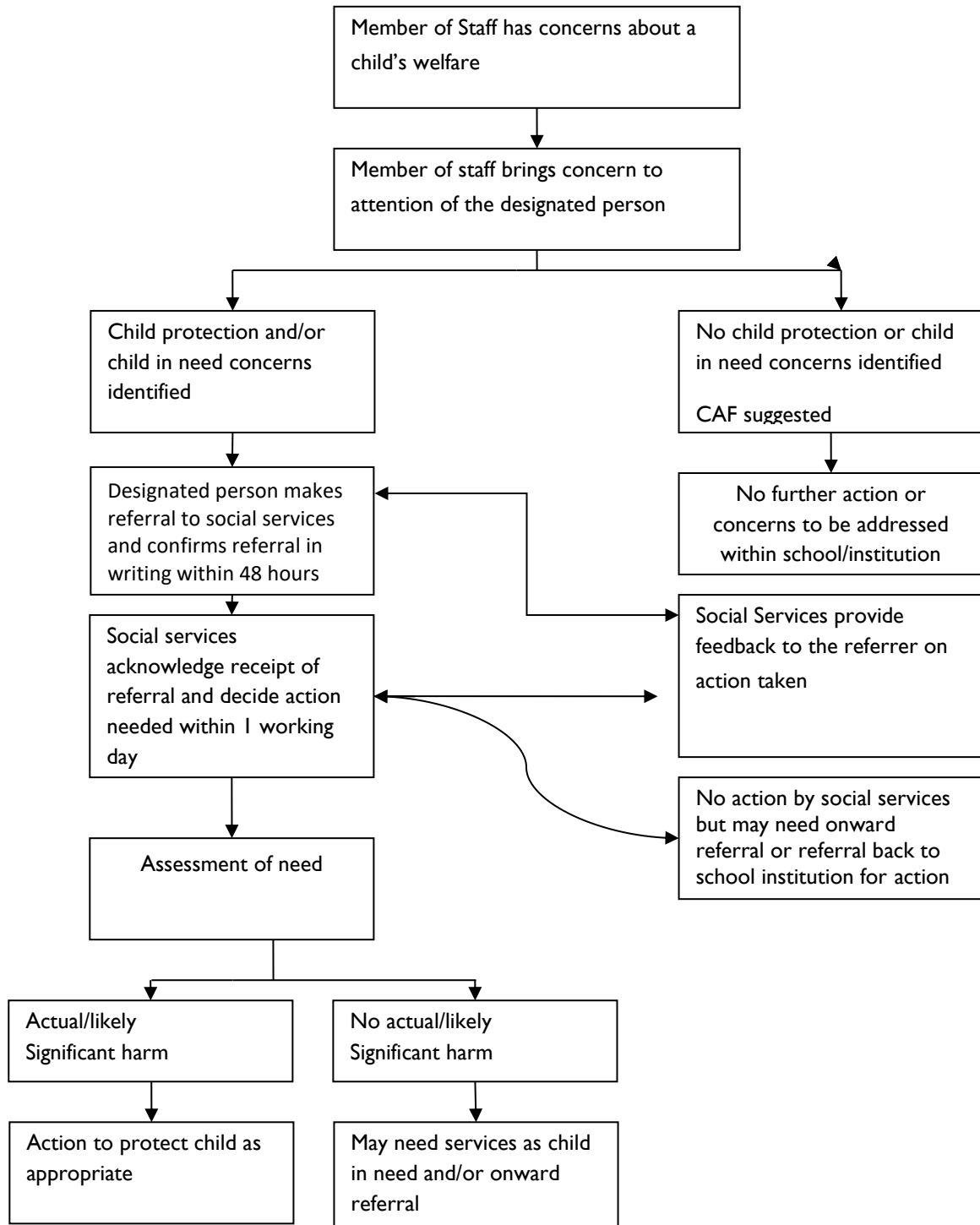
- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (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)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

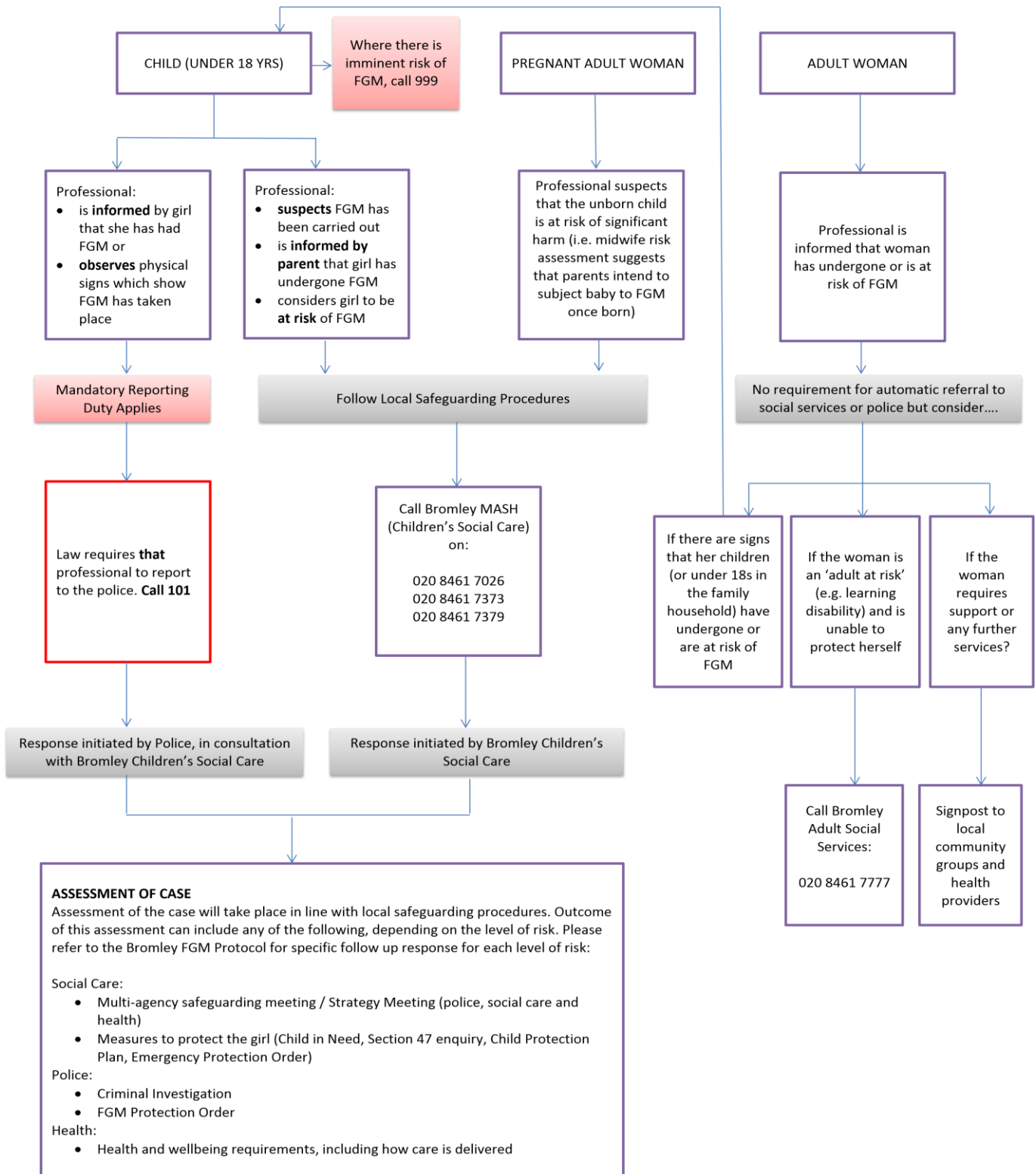
Flow Chart for Dealing with Child Welfare Concerns



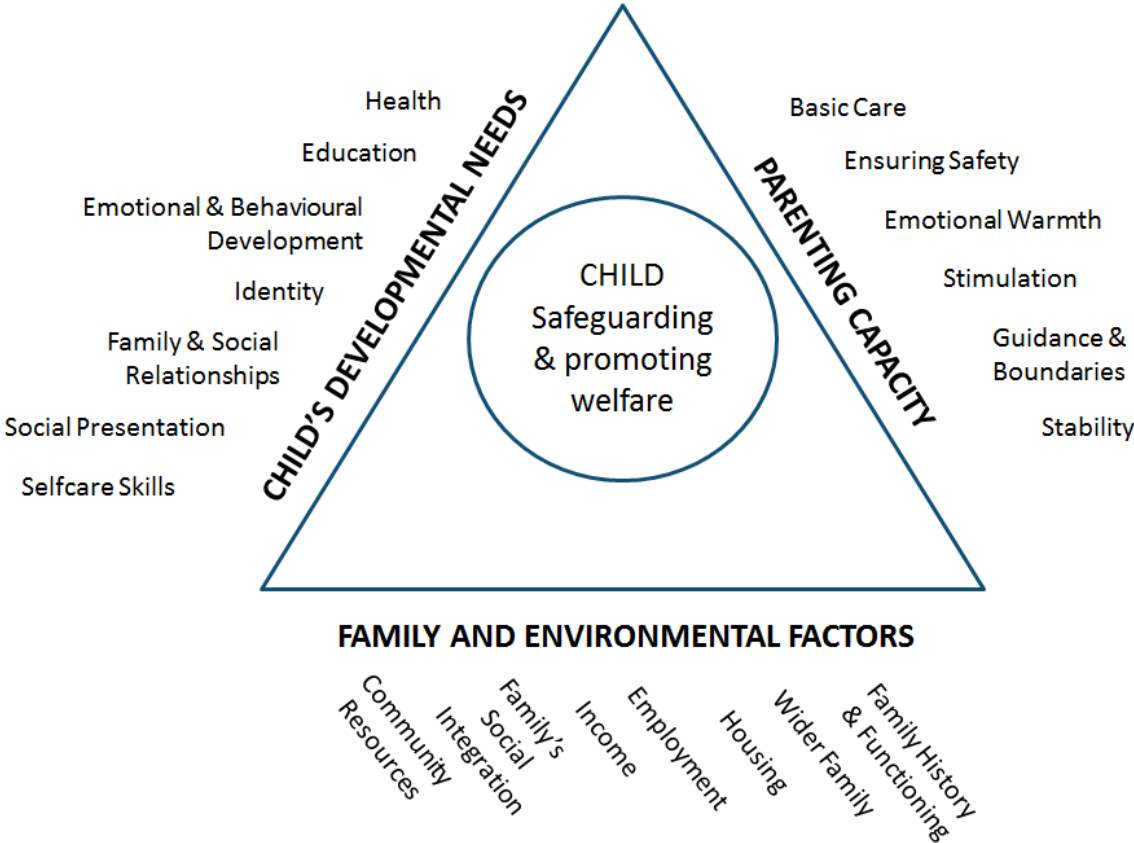


Bromley Multi-Agency Referral Pathway FGM

This referral pathway can be used by all professionals including schools, health, local authority and voluntary sector




The Assessment Framework

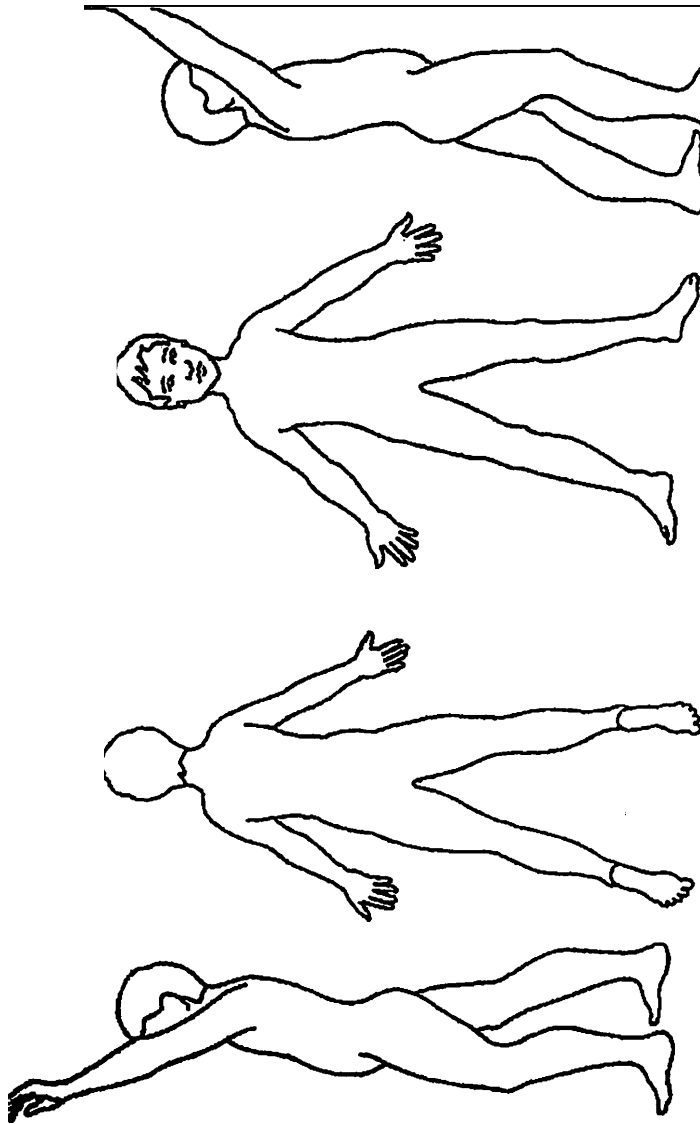
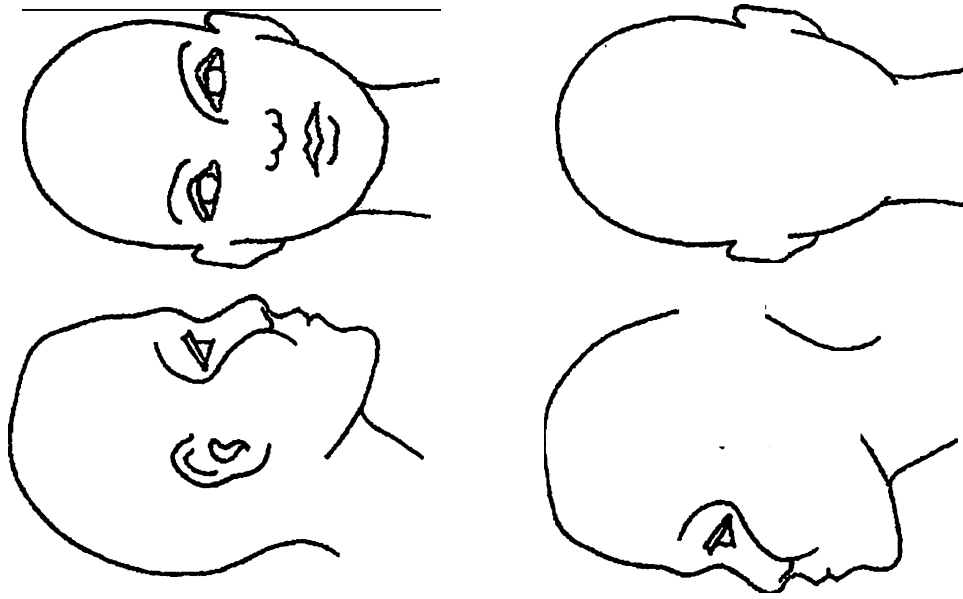


From Working together to safeguard children, a guide to inter-agency working to safeguard and promote the welfare of children March 2015

**Children's Social Care Referral Form & CAF Form
London Borough of Bromley
(Specimen)**

Refer to copy on school website policy

	<p>BROMLEY SAFEGUARDING CHILDREN BOARD</p> <h2>Concerns Form</h2>
Child's Name:	_____
Class:	_____
Date of concern:	_____
Details of concern:	
Signed:	_____
Position:	_____
Date:	_____
Action taken:	
Reported/referred to:	_____
Date:	_____



Name of child: _____
 Date of Birth: _____
 Description of injury - size, shape, colour and type of injury: _____

 Date marks/injury observed: _____
 Name of person completing this form: _____
 Date: _____
 Action: _____

Safeguarding – useful websites for support and guidance

CONTEST is the government's counter-terrorism strategy

<https://www.gov.uk/government/publications/contest-uk-strategy-for-counterterrorism-annual-report-for-2014>

CONTEST is split into 4 streams (the 4 P's):

Prevent

Pursue

Protect

Prepare

Prevent Statutory Guidance (2015)

<https://www.gov.uk/government/publications/prevent-duty-guidance>

1. Respond to the ideological challenge (requirement from 2011 for schools to challenge extremist ideas)
2. Practical help, support and advice
3. Working with and across sectors

Channel Duty Guidance

https://www.gov.uk/...data/.../Channel_Duty_Guidance_April_2015.pdf

A part of Prevent. A multi-agency approach to safeguarding through local panels.

The Prevent duty, Departmental advice for schools and childcare providers, June 2015 explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Channel Vulnerability Assessment Framework

Engagement with a group, cause or ideology – 'psychological hooks'

- Feelings of grievance, injustice or threat.
- Desire for political or moral change.
- Need for identity, meaning, belonging. Transitional time of life. Susceptible to indoctrination. Influenced/controlled by group. Involvement of family/friends.
- Desire for status, excitement, adventure.
- Need to dominate or control. Opportunistic involvement.
- Mental health issues.

Intent to cause harm or readiness to use violence

- Over-identification with a group or ideology. 'Them and us' thinking.
- Dehumanising the 'enemy'. Attitudes that justify harm and offending.

Capability to cause harm

- Knowledge, skills, competencies. Access to networks, fundraising or equipment.

Guide to services for children and families in Bromley - www.bromleyfamilies.info/BromleyFamilies/

The Information for Bromley Families website provides a directory of groups and services available for children, young people and their families, including details of the services they provide, opening hours and information on how to make referrals to services.

Bromley Safeguarding Children Board (BSCB) Website - www.bromleysafeguarding.org

London Child Protection Procedures - www.londonscb.gov.uk/procedures/

BSCB - A Safeguarding Guide for Anyone in contact or working with Children and Young People - www.bromleysafeguarding.org/pdfs/Safeguarding%20Children%20Briefing%20Pack.doc

Special Educational Needs and Disabilities – A guide to Specialist Support and Provision for Children and Young People in Bromley (March 2011)

www.bromley.gov.uk/downloads/file/557/special_educational_needs_and_disabilities-guide_to_specialist_support

Resource Guide – Services and Support for Parents/ Carers and Families of Children and Young People with additional needs or disabilities in Bromley (March 2011)

www.bromley.gov.uk/downloads/file/182/disability_services_for_parents_carers_and_families

Resource Guide for Early Support available to parents and carers of babies and young children with additional needs or disabilities in Bromley (March 2011)

www.bromley.gov.uk/downloads/file/532/guide_to_services_and_support_for_parents_of_babies_and_young_children_with_additional_needs_or_disabilities_birth_to_5_years

Information Sharing – Practitioners Guide

www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/a0072915/information-sharing

Bromley Children and Young People Partnership

www.bromley.gov.uk/childrenstrust



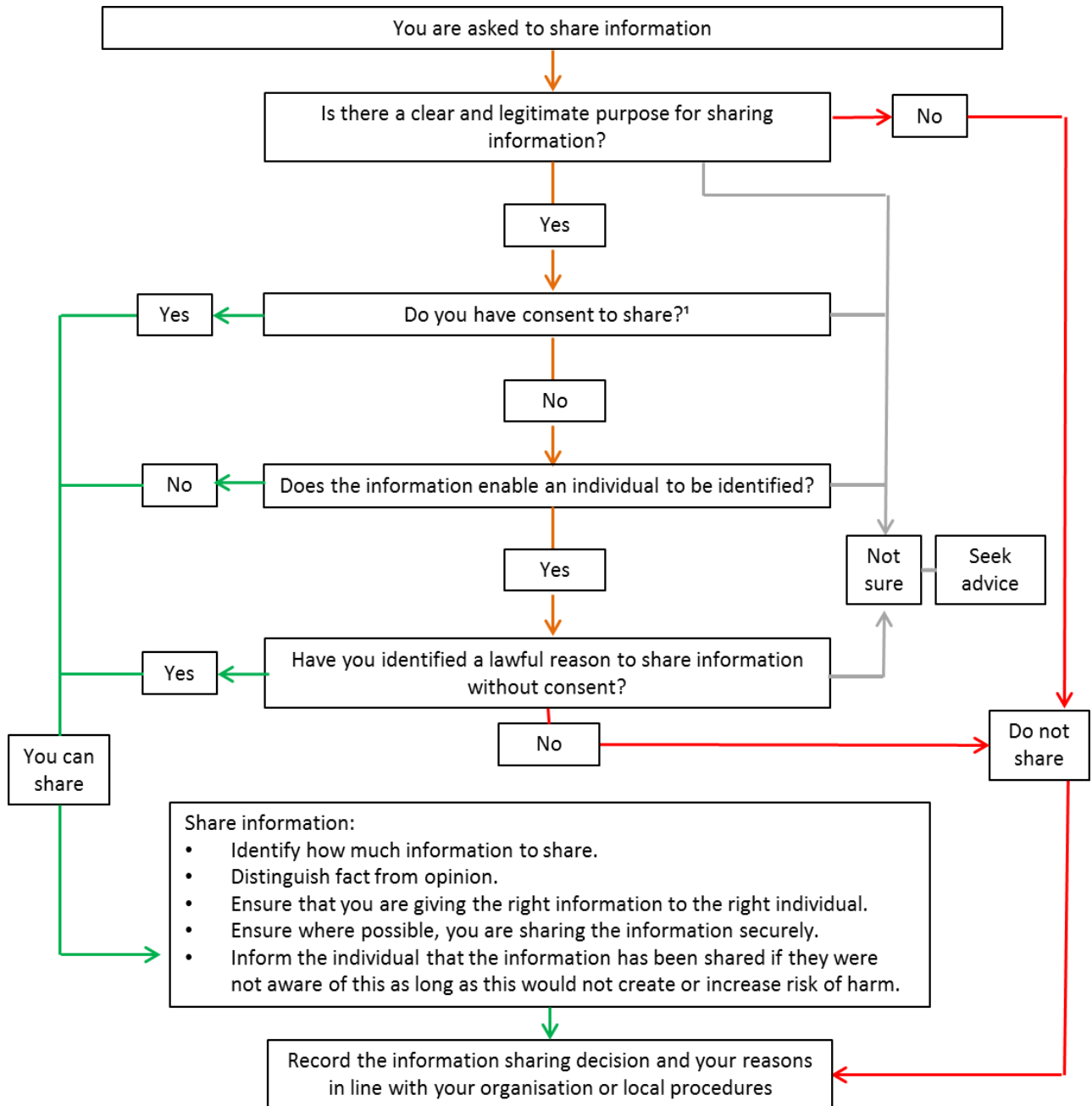
Child Sexual Exploitation Warning Signs - **SAFEGUARD**

Often, children and young people who are victims of sexual exploitation do not recognise that they are being abused. There are a number of warning signs that can indicate a child may be being groomed for sexual exploitation. To assist you in remembering and assessing these signs and behaviours, we have created the mnemonic - **SAFEGUARD**.

	<p>Sexual identity, wellbeing and choice</p> <p>Sexually transmitted infections (particularly repeat infections); Pregnancy; terminations; changing or out of character sexual behaviour; exploring sexual relationships in an unsafe context or environment; unable to disclose sexual orientation and fearful of societal responses.</p>
	<p>Absence, truancy and going missing</p> <p>Truancy from school, including during the school day; missing from home or care, and repeat incidents; travelling outside borough/town when missing; unexplained absences.</p>
	<p>Family and home</p> <p>Sexual, physical, emotional abuse and neglect; risks of forced marriage or so called honour based violence; female genital mutilation; domestic violence; substance misuse; parental mental health concerns; bereavement; parental and sibling criminality; experiences of homelessness or sofa surfing; living in care or temporary accommodation; immigration status.</p>
	<p>Emotional and physical health</p> <p>Suicidal thoughts, plans and attempts; self-harm; low self-esteem/confidence/worth; learning difficulties; changing emotional wellbeing and signs of poor mental health; unexplained injuries and changes in physical appearance.</p>
	<p>Gangs, Groups, Age Gaps and Crime</p> <p>Involvement in gangs or gang affected family, peers or siblings; concerns of abusive peer groups; involvement with older individuals or groups, lacking friends in the same age groups; older 'boyfriends'; sudden changes in peer groups; bullying, both on and off line; friends of young people experiencing CSE.</p>
	<p>Use of technology and sexual bullying</p> <p>Sexting, both sending and receiving; being listed on social network pages in relation to sexual activity and, or named in videos; secretive use of the internet/phones/social networking sites; sudden behaviour changes when using the phone or internet; control via phone or internet; multiple or secretive social networking profiles.</p>
	<p>Alcohol and substances</p> <p>Reliance on and changing use of substances, both legal and illegal.</p>
	<p>Receipt of unexplained gifts or money</p> <p>Unexplained money, mobile phones; phone credit, items, clothes, money; new nails; travel in taxis; gifts where payment is required at a later date; worries about having debts</p>
	<p>Distrust of authority figures</p> <p>Resistance to communicating with parents, carers, teachers, social services, health, police and others.</p>

SAFEGUARD Mnemonic taken from the London Child Sexual Exploitation Operating Protocol, 3rd Edition (June 2017)

Flowchart of when and how to share information



- Share information:
- Identify how much information to share.
 - Distinguish fact from opinion.
 - Ensure that you are giving the right information to the right individual.
 - Ensure where possible, you are sharing the information securely.
 - Inform the individual that the information has been shared if they were not aware of this as long as this would not create or increase risk of harm.

If there are concerns that a child is in need, suffering or likely to suffer harm, then follow the relevant procedures without delay. Seek advice if unsure what to do at any stage and ensure that the outcome of the discussion is recorded.

1. Consent must be unambiguous, freely given and may be withdrawn at any time



Charles Darwin School

Safeguarding and Child Protection policy - COVID-19 addendum

Persons Responsible:

Governors: Ethos Committee

SLT & Designated Safeguarding Lead: Mrs L Rees

Formally approved by the Ethos Committee on: 27 April 2020

This policy will remain as an addendum in case of future local or national closures due to COVID-19 in the 2021-2022 academic year.

Last reviewed July 2021

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Important Contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Louise Rees	lre@cdarwin.com
Deputy DSL	Sunil Chotai Julie Gater	sch@cdarwin.com jga@cdarwin.com
Designated member of senior leadership team if DSL (and deputy) cannot be on site	Mick Boyden	mbo@cdarwin.com
Headteacher	Sunil Chotai	sch@cdarwin.com
Local authority designated officer (LADO)	Gemma Taylor	0208 461 7669 Gemma.Taylor@bromley.gov.uk Lado@bromley.gov.uk for enquiries and referrals
Education Safeguarding officer (Bromley)	Joan Keenan-O'Malley	0208 461 7266 Joan.Keenan-O'Malley@bromley.gov.uk
Chair of governors	Iain Turner	

1. Scope and Definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from the Bromley Safeguarding Children Partnership.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - with a child protection plan
 - assessed as being in need
 - looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core Safeguarding Principles

We will still have regard to the latest statutory safeguarding guidance, [Keeping Children Safe in Education](#) 2021

In case we have future periods of school closure due to COVID-19 we will still be following these important safeguarding principles:

- The best interests of children must come first.
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately.
- A designated safeguarding lead (DSL) or deputy should be available at all times (see Important Contact table at the front of this document for details of our arrangements).
- It's essential that unsuitable people don't enter the school workforce or gain access to children.
- Children should continue to be provided with the advice for staying safe when they are online.

3. Reporting Concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home. Our Safeguarding and Child Protection Policy 2021 should be referred to and adhered to by all staff and volunteers.

However, in case of periods of school closure in the future due to COVID-19 please email ire@cdarwin.com directly to raise a concern about a child, adding jga@cdarwin.com and sch@cdarwin.com into the cc section of this email.

MyConcern can still be used to log a more minor concern for information only.

As a reminder, all designated staff will continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and Deputy) Arrangements

Charles Darwin School aims to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If Louise Rees (Julie Gater or Sunil Chotai) are not on the rota to be in school, Mick Boyden is the on site SLT with responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with the off-site DSL (or Deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school.
- Update and manage access to child protection files, where necessary.
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments.
- Have the necessary contact details for Jo Stephens (Admin team).

5. Working with Other Agencies

Designated staff in the Pastoral team will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners.
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.

6. Monitoring Attendance

If the school has to close again in the future for COVID-19, we anticipate having to provide a School Closure Provision alongside remote learning. We will then monitor attendance as advised by the government.

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend or stops attending. In these cases, we will:

- Follow up on their absence with their parents or carers by a phone call home.
- Notify their social worker, where they have one.

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This is via the 'Attendance during school closure' proforma emailed home, which needs completing and returning before a child can attend during temporary school closure.

The school's Attendance policy has had an additional appendix from April 2020 relating to school closure due to COVID-19. This should be read in conjunction with this policy.

7. Peer-on-Peer Abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those who are working remotely due to self-isolation.

Concerns of this nature should be reported to Louise Rees (plus Deputies) via email as with any other safeguarding concern about a child during school closure. This will then be investigated further.

8. Concerns about a Staff Member or Volunteer

Charles Darwin School will continue to follow the principles set out in part 4 of Keeping Children Safe in Education 2021 and our own schools Safeguarding and Child Protection Policy 2021..

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

Sunil Chotai should be contacted in the first instance via email on sch@cdarwin.com, cc'ing Louise Rees as the DSL into this email. The concern will then be investigated. The LADO may also be contacted as a result of the investigation.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for Children Who Aren't 'Vulnerable' But Where We Have Concerns, or Those That Are 'Vulnerable' But Choose Not to Attend School During Closure (in case of future school closure due to COVID-19 outbreak).

Charles Darwin School has the option to offer places in school during closure to children who do not meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. These decisions will be made via conversations with members of the pastoral team and parents/carers.

Charles Darwin School will continue to monitor the welfare of vulnerable children who are not attending school, and other pupils they might wish to keep in touch with, for safeguarding purposes. This will be done via a variety of means, including:

- Phone conversations on a weekly basis with parents/carers. Summary of conversation logged centrally (DSL, Pastoral team/SENCO).
- Phone conversations on a weekly/twice weekly basis with key children. Summary of conversation logged centrally (DSL, Pastoral team/SENCO).

- Liaison with social workers.
- Remote contribution to all Child in Need and Child Protection meetings (DSL, Pastoral team/SENCO) as requested.
- Remote contribution to all Looked After Children PEP meetings (Designated Teacher, SENCO or Pastoral managers) as requested.
- Offer of remote counselling via contact with Lorraine King via email lki@cdarwin.com.
- Support sheet of 'Helplines during school closure for children and parents' accessible via home page of school website. This is referred to during any contact with parents.

10. Contact Plans (in case of future school closure due to COVID-19 outbreak).

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate.
- See section 9 above for details as to how this will be completed.

11. Safeguarding All Children

The school's Safeguarding and Child Protection Policy 2021 will be followed from September 2021 when attendance at school is compulsory. However, if the school has future closures due to COVID-19 outbreaks, staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home completing work remotely, they will look out for signs like:

- Not completing assigned work or logging on to school systems.
- No contact from children or families.
- Seeming more withdrawn during any whole class check-ins e.g. via Microsoft Teams.

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health

12. Online Safety

- 12.1 In school, we will continue to have appropriate filtering and monitoring systems in place
- 12.2 Outside school (for future remote learning due to COVID-19):

Where children are interacting with staff online, they will continue to be expected to follow our existing IT acceptable use policy and adhere to the school's behaviour expectations as in every child's planner.

Online education from our teachers should follow the same principles set out in our school's Code of conduct which all staff receive a copy of every September and are required to say that they have read and understood.

The school will continue to ensure that appropriate safeguarding practices should be followed in our approach to remote learning. It is expected that advice that was similar to that from the National Education Union in April 2020 will be followed, in that:

- Teachers should not be asked to personally contact their students daily, except where they have agreed with the Deputy Head/Headteacher a system/ rota for contacting vulnerable children and families. Teachers must not use personal phones, emails or social media to carry out this contact.
- Teachers should not live-stream video lessons from their homes, nor engage in any video-calling, unless in exceptional circumstances with the parent.
- It should be emphasised and understood that not all pupils will have a quiet place to work, and some will be expected to take care of younger siblings or perform household chores.
- We must recognise that most parents are also trying to work from home. Parents cannot be expected to become teachers.
- We cannot expect pupils or parents to replicate the classroom at home.
- Teachers should use the technology that pupils and teachers are familiar with at Charles Darwin School e.g. Show My Homework , MyMATHS, GCSE pod, Microsoft Teams, Youtube ,TED talks and Oak Academy online learning
- School email addresses should be used by all teachers and pupils. Personal details must never be shared.
- If carrying out online lessons, the following protocols must be followed. They are in place to protect staff and safeguard pupils, but can be reviewed regularly:
 - (1) When using Microsoft teams, lessons can be pre-recorded before sharing.
 - (2) With pre-recorded and live lessons, suitable dress must be worn that is appropriate for teaching. This should also be considered for anyone else in the home that may 'appear' in the pre-recording.
 - (3) Devices must only be used to show live lessons or pre-record from in appropriate areas. For example, a bedroom would not be appropriate. Teachers can choose to blur the background if an available option.
 - (4) If a lesson needs to be taught 'live', the audio can remain on but the live video recording of both teacher and pupil should be off. Consideration must be given to who might be also be overheard from the house.
 - (5) Clear guidance should be given to classes being taught via live audio with regards to appropriate behaviour and language expectations. They should be aware that the live recording can be saved, both for academic review and for safeguarding.
 - (6) 'Waiting rooms' should be used if available when speaking live to a class, to ensure you can accept individuals once their identity has been verified by you as the teacher.
 - (7) 'Break out' rooms can be used with KS5 classes, but should only be used with Year 11 classes if teachers are confident of their maturity and ability to use this feature effectively.

- No teacher should be expected to carry out any online teaching with which they feel uncomfortable or in the absence of suitable protocols.
- Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.
- We will make sure children know how to report any concerns they have back to school via their ACo or Pastoral manager email. This will appear as a footnote on all pupil Year group Links via the ACo.

12.3 Working with parents and carers (in case of future schools closure due to COVID-19 outbreak)

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online via the 'School closure guidance and information' link on the home page of the school website.
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school via the Head teacher's newsletter.
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides. This is included via the 'School closure guidance and Information' link on the home page of the school website.
- The Governments publication 'Coronavirus (COVID-19): Support for parents and carers to keep children safe on line' is the guidance referred to on the school website link above.

13. Mental Health

From September 2021, Charles Darwin School will continue to offer our current support for pupil mental health for all pupils. Mrs King, the lead school Counsellor, can offer phone counselling for staff or pupils if requested via email on lki@cdarwin.com.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time via the home page of the school website ('School closure guidance and information for parents/carers and children') and via email.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on children's mental health.

14. Staff Recruitment, Training and Induction

14.1 Recruiting new staff and volunteers

Charles Darwin School continues to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures as in our school's Safeguarding and Child Protection Policy and part 3 of Keeping Children Safe in Education 2021.

If the school is closed due to COVID-19, , when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online

video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with Keeping Children Safe in Education 2021.

14.2 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- Online Level 1 Safeguarding training and Prevent training.
- A copy of our school Safeguarding and Child Protection Policy (and this addendum) to read and sign to confirm they have read and understood (to be returned when school reopens).
- A copy of our school Code of conduct to read and sign to confirm they have read and understood (to be returned when school reopens).
- The latest Keeping Children Safe in Education part 1 and appendix B to read and sign to confirm they have read and understood (to be returned when school reopens).

14.3 Keeping records of who's on site (only for any future closures due to COVID-19 outbreak)

We will keep a record of which staff and volunteers are on site each day via a register at reception, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date, including:

- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere.

15.Children Attending Other Settings (in case of future school closures due to COVID-19 outbreak)

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or Deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them.
- The child's EHC plan, child in need plan, child protection plan or personal education plan.
- Details of the child's social worker.
- Details of the virtual school head.

Where the DSL, Deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

16. Monitoring Arrangements

If there are future school closures as a result of local or national Covid-19 outbreaks, this policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE by the DSL.

At every review, it will be circulated for approval by the Ethos governing body.

17. Links with Other Policies

This policy links to the following policies and procedures:

- Safeguarding and Child Protection Policy.
- Staff Code of Conduct.
- IT Acceptable Use Policy.
- Anti-bullying Policy.
- Online safety Policy.
- Weapons related incidents policy
- Behaviour policy