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**Add**

**INTRODUCTION**

Whole School Child Protection Policy

*September 2021/2022*

Clarborough Primary School

**Policy statement and principles**

Clarborough Primary School recognises its responsibilities for safeguarding children and protecting them from harm.

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead, Mrs A. Cowell-Clark, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the Governing Bodyfor approval and sign off at the first autumn term meeting.

Date of last review: September 2021

Date of next review: September 2022

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| **Role** | **Name** | **Contact Details** |
| HeadteacherSenior Leader(s) available for contact in the absence of the DSLsDesignated Governor for Child Protection/SafeguardingSnr Designated Safeguarding LeadDeputy Safeguarding Lead*Names of additional Safeguarding Officers*LA Safeguarding Children in Education OfficerLA Child Protection Contact/LADOMASH (Multi-agency Safeguarding Hub)Emergency Duty Team(Children’s Social care)Police (to report a crime and immediate risk of harm or abuse to child) | Mrs A Cowell-ClarkMr D PotterMrs C. Herdman Mrs A. Cowell-ClarkMiss B. GreeninsertCheryl StolleryEva Callaghanor covering LADOOutside of office hours101 | 01777 70806501777 70806501777 70806501777 70806501777 708065insert0115 80410470115 80412720300 500 80 900300 456 4546In an emergency 999 (only) |

**Clarborough Primary School**

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2021 and HM Working Together to Safeguard Children 2018 are incorporated into this policy. This policy links to our policies on behaviour, safe recruitment, allegations against staff, concerns and complaints and our anti-bullying policy.

**Child Protection and Safeguarding Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, supply staff, volunteers, and governorsand are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

**Maintaining a child centred and coordinated approach to safeguarding:**

Everyone who works at school understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone’s responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff, including supply staff

and volunteers will ensure their approach is child-centre and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

**Safeguarding children is defined as:** The actions we take to promote the welfare of children and protect them from harm are everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.

**Safeguarding and promoting the welfare of children is defined as:**

* Protecting children from maltreatment.
* Preventing the 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.
* Taking action to enable all children to have the best outcomes.
* Working Together to Safeguard Children 2018.

 **NB Definition:** Children includes everyone under the age of 18.

**Whole school approach to safeguarding:**

* We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children’s welfare and prevent concerns from escalating.
* As a school we have a responsibility to provide a safe environment in which children can learn.
* We will make every effortto identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child’s life.
* **Any staff member** who has **any** concerns about a child’s welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
* All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
* Our snr designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care, police, early help and health were required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

**Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:**

* Pupils’ health and safety and emotional well-being, and their mental and physical health or development.
* Meeting the needs of children with special educational needs and/or disabilities.
* The use of reasonable force.
* Meeting the needs of children with medical conditions.
* Providing first aid.
* Educational visits and off- site education.
* Intimate care and emotional wellbeing.
* On-line safety and associated issues.
* Appropriate arrangements to ensure school security, taking into account the local context.
* Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2021 Annex A.

**Safeguarding can involve a range of potential issues such as:**

* Neglect, physical abuse, sexual abuse, and emotional abuse.
* Contextualised also known as extra-familial abuse.
* Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying.
* Going frequently missing/ gong missing from care or home.
* Peer on Peer (child on child) abuse.
* Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
* Gender based violence/violence against women and girls.
* Risk of extremist behaviour and/or radicalisation.
* Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
* A young carer.
* Privately fostered
* The impact of new technologies, including ‘sexting’ and accessing pornography.
* Child on child sexual violence and sexual harassment (defined in KCSiE 2021 Part Five and DfE Sexual violence and sexual harassment between children, September 2021).
* Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
* Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
* Is at risk of or from serious violence and violent crime.
* Persistent absence from education, including persistent absence for part of the school day.
* Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
* ‘Upskirting’- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2021 and Annex A).

All ourstaff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

**All staff** should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

As a school, we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

**All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as Extra-familial harms and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance and we will take a ‘zero tolerance’ approach to harassment and abuse as informed in KCSiE 2021.

Should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe.

**Identifying Concerns**

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [**What to do if you're worried a child is being abused**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

**The four categories of child abuse are as follows:**

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

**Indicators of abuse and neglect**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look 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 is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

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

**Safeguarding issues:** All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

Weekly guidance from National Online Safety is communicated with parents and carers to educate parents about the kind of sites, games and apps children could be accessing when not attending school. Our classes are safe environments for open discussions about the benefits and the dangers of the online world through our computing curriculum, online safety messages and the PSE curriculum.

Children who access learning remotely are provided with guidance and support for staying safe online in an age-appropriate way. Parents and carers receive regular communication during this time to support the safe use of technology to support their child’s learning.

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Clarborough Primary Schoolwill play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Pupils at Clarborough know who the Designated Safeguarding Lead and Deputy are. They know and are secure in knowing that they can talk to DSLs and any other adult in school if they have a concern about themselves or someone else. Our pupils know that they are listened to, their voice is valued and action will be taken if any concern is raised by a pupil in school.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children’s social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

Our school works openly and in partnership with other agencies to support vulnerable children. This includes hosting meetings, attending multi-agency meetings, contacting social workers and providing social workers with space to talk and listen to our pupils whenever this is required during the school day. Parents and carers are often involved, where appropriate, within these processes.

The Snr Designated Safeguarding Lead (DSL), who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies and the Deputy DSL. The DSL or Deputy DLS ensure that all supply staff and volunteers receive appropriate safeguarding information during induction and on a regular basis. Verbal and written checks are used regularly to ensure that they know how to report concerns or disclosures.

The Snr DSL and deputy maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see KCSiE 2021 page 147.

The Snr DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children’s circumstances

The Designated Teacher and Snr Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children.

**Our Child Protection Policy**

**There are seven main elements to our policy:**

* Providing a safe environment in which children can learn and develop.
* Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
* Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
* Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
* Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
* Working in partnership with agencies and safeguarding partners in the ‘best interest of the child’.
* Ensuring we have appropriate policies and procedures to deal with peer on peer abuse (child on child) abuse and sexual violence and sexual harassment as an appendix.

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We recognise that because of the day to day contact with children, school are well placed to observe the outward signs of abuse.

**The school will therefore:**

* Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
* Ensure children know that there are trusted adults in the school who they can approach if they are worried.
* Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
* Include opportunities in the RSE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
* Recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, peer on peer abuse (child on child), sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced sexting.
* Developing healthy relationships and awareness of domestic violence, and abuse which is linked to ‘honour’ such as female genital mutilation and forced marriage, bullying and peer on peer abuse.
* Recognising how pressure from others can affect their behaviour.
* Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
* Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying and is added as an appendix.
* Maintain an on-line safety policy, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats areadded as an appendix.

Our school intends to embed and teach safeguarding as part of our broad and balanced curriculum through RSE.

* We will take all reasonable measures to ensure any risk of harm to children’s welfare is minimised inside and outside of the school environment.
* Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
* Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
* Promote pupil health and safety.
* Promote safe practice, and challenge unsafe practice.
* Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (KCSiE 2021 Part Four Pages 81 to 95) and Part Four Section two for dealing with low-level concerns, and the NSCP local multi-agency procedures.
* Provide first aid and meet the health needs of children with medical conditions
* Ensure school site security.
* Address drugs and substance misuse issues.
* Support and plan for young people in custody and their resettlement back into the community.
* Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
* Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.

**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2021 to:**

* Ensure we have a Snr Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
* The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2021 Annex C).
* Ensure we have a nominated governor responsible for child protection/safeguarding.
* Ensure that we have a Designated Teacher for Looked After Children (LAC).
* Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Snr Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
* Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children’s social care/police if a child is in immediate danger.
* Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
* Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
* Ensure that there is a complaints system in place for children and families.
* Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school’s website.
* Notify Children’s Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
* Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
* Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
* Ensure all records are kept securely; paper files are used. Child protection and any confidential materials are kept separately away from the pupils’ main file and are secured in a locked cabinet in an office.
* Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
* Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
* Ensure safe recruitment practices are always followed.
* Apply confidentiality appropriately.
* Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

**Supporting children**

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

All staff including volunteers are advised to maintain the attitude of **‘it could happen here’** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

**Our school will endeavour to support the pupil through:**

* Developing the content of the curriculum so pupils feel safe and secure in an open environment they can communicate in confidently.
* Maintaining a schoolethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
* The school behaviour policy, anti-bullying policy and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
* Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
* Liaison with other agencies that support the pupil such as Children’s Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
* Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child’s social worker is informed.
* Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported in liaison with the SENDCO to ensure that pupils can communicate safely
* Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.
* The staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the school anti-bullying policy.

**Safe Staff and Safe Recruitment**

* The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2021 Part Three and advised by NCC HRpolicy and practice guidance.
* School leaders, staff and members of the governing bodywill be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service (NCC direct schools to the NSPCC Safe Recruitment online course).
* Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
* Theschool has in place recruitment, selection and vetting procedures in accordance with KCSiE 2021 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2021 Part Three paragraphs 250 to 256.
* Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2021 in line with KCSiE Part Four Section two. Staff can access a copy of this via the school office.
* Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the DSL or Deputy DSL before beginning working and contact with pupils*.*
* In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner or HR Service.
* Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
* Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
* All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR’s guidance section of the School Portal.

**Links to other Local Authority policies**

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school

* *Accessibility Plan.*
* *Anti-Bullying revised for 2021-2022*
* *Attendance Policy.*
* *Behaviour Policy.*
* *Equality.*
* *Central Record of Recruitment and Vetting Checks.*
* *Concerns and Complaints’ Procedure.*
* *E-Safety Policy.*
* *Freedom of Information.*
* *Female Genital Mutilation (FGM) Guidance*
* *Radicalisation – Prevent Duty- (School’s should have a Prevent Action Plan)*
* *Health and Safety Disability Equality Action Plan.*
* *Home-school Agreement Document.*
* *Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges, and response to ‘upskirting’.*
* *Physical intervention/positive handling.*
* *Register of Pupil Attendance.*
* *School Access Policy.*
* *School Behaviour.*
* *Knife Crime Guidance 2019 (cross authority and in the process of being revised for September 2021).*
* *New: Relationships, Sex and Health Education (KCSiE 2020 Paragraph 94).*
* *New: Mental and Physical Health (KCSiE Part One paragraph 4 paragraphs 34 to 40 and paragraphs 113 to 116).*
* *Special Educational Needs.*
* *CRB - Use of Reasonable Force Policy/ Guidance.*
* *Staff Behaviour (Code of Conduct policy).*
* *Staff Discipline Conduct and Grievance (procedures for addressing).*
* *School information published on a website.*
* *Visitors and VIP Policy.*
* *Whistle Blowing Policy.*
* *Guidance for NSPCC helpline and usage (KCSiE 2021 paragraph 77; when to call the police guidance from the NSPCC).*

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link: *https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance*

**Roles and Responsibilities**

**All staff and volunteers**

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone in ourschool who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children.

Staff within our school are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by creating safe spaces to learn and share. This environment is created in school and when out on trips. Regular contact with pupils and parents and carers as part of remote learning by teachers and teaching assistants enables a safe environment. All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating.

All our staff are aware of the early help process and understand their role in this.

This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

Our school has a dedicated email address to support families to access help and advice. Parents can contact teachers directly or via the school office to arrange face to face support during the current situation. Our SENDCo leads support and nurture groups for identified groups and families. There are open mornings for pupils in EYFS to support learning and developmental matters.

Any concerns that are raised to the DSL or Deputy DSL may involve disclosures that require immediate support from outside agencies, including socials workers and the police. Clarborough Primary School understands the importance of children and social workers meeting during the school day where required and will provide safe space for any initial meetings that need to take place. The DSL’s here work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child’s needs are met by hosting and attending meetings as required.

We recognise that adverse and traumatic experiences that are faced by children leaves them vulnerable to further harm, as well as disadvantage in facing barriers to attendance, learning, behaviour and mental health. In situations such as this, the DSL and SENDCo will offer support from other agencies, including Think Children and SEED to support. Our school website also has useful information for parents as does our weekly newsletter.

**Safeguarding Training**

All our staff are aware of systems within Clarborough Primary School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2021.

Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually from the DSL.

All our staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children’s social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

**Staff responsibilities**

 All staff have a key role to play in identifying concerns and provide early help for children.

**To achieve this, they will:**

* Establish and maintain an environment where children feel secure, are encouraged

to talk and are listened to.

* Ensure children know that there are adults in the school who they can approach if

they are worried or have concerns.

* Plan opportunities within the curriculum for children to develop the skills they need

to assess and manage risk appropriately and keep themselves safe.

* Attend training in order to be aware of and alert to the signs of abuse.
* Maintain an attitude of “it could happen here” with regards to safeguarding.
* Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
* Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
* Follow the allegations procedures if the disclosure is an allegation against a member of staff.
* Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2021.
* Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
* Treat information with confidentiality but never promising to “keep a secret”.
* Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
* Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
* Liaise with other agencies that support pupils and provide early help.
* Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
* Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

**Senior Leadership/Management Team** **responsibilities**:

* Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 guidance.
* Provide a co-ordinated offer of early help when additional needs of children are identified.
* Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
* Ensure staff are alert to the various factors that can increase the need for early help.
* Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
* Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
* Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
* Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
* Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2021 Part Four ‘Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two.
* Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).
* Clarborough Primary School will work with social care and agencies to address safeguarding and child protection concerns.

**Teachers (including NQTs) and Headteachers – Professional Duty**

The Teachers Standards 2012 remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. These pupils are told that the Headteacher is their designated teacher.

**Designated Safeguarding Lead**

We have a Snr Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Snr Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse.

**The Senior Designated Safeguarding Lead is expected to:**

**Manage Referrals**

* Refer cases of suspected abuse or allegations to the relevant investigating agencies.
* Support staff who make referrals to children’s social care and other referral pathways.
* Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
* Ensure arrangements are in place year round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
* Meet regularly with Deputy DSL so each is fully informed and able to respond to the needs of children subject to safeguarding concerns.

**Work with others**

* Liaise with the headteacher/principal (where the Snr Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
* As required, liaise with the ‘case manager’ (as per Part Four of KCSiE 2021) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
* Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
* Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
* Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
* Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
* The head teacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training
* The DSL attends the NCC Designated Safeguarding Lead Focus Group Meetings which take place half termly at schools/academies around the County.
* The DSL feeds back information to other staff or help to raise awareness of emerging threats and risks in staff meetings, email bulletins and as notices as appropriate.

**Undertake training**

* Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
* The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.
* Safeguarding training refresher from the LA as part of INSET in January 2022.

**The training undertaken should enable the Designated Safeguarding Lead to:**

* Understand the assessment process for providing early help and intervention through the NSCP’s Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
* Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
* Ensure that each member of staff has access to the child protection policy and procedures.
* Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
* Be able to keep detailed, accurate, secure written records of concerns and referrals.
* Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2021 Annex A and B).
* Understand the reporting requirements for FGM.
* Understand and support children to keep safe when online and when they are learning at home (KCSiE 2021 Part Two and Annex D).
* Encourage a culture of protecting children; listening to children and their wishes and feelings.

**Raise awareness**

* Ensure that the child protection policies are known, understood and used appropriately.
* Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
* Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
* Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
* Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

**Child Protection file**

* The Snr Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their ‘child protection’, ‘child in need’ file or ‘confidential’ file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
* A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the governing body annually.
* A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
* Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance. (KCSiE 2021 Part one paragraphs 71 to 73, Part two management of safeguarding paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151).
* All concerns reported to the DSL or Deputy DSL are recorded on appendix 3: logging a concern about a child’s safety and welfare. These paper copies are kept securely in the confidential file in the headteacher’s office. If a pupil transfers to another school in-year or at the end of KS2, the Headteacher delivers confidential files personally to the school and meetings with the new school’s DSL to discuss the paperwork.

**Availability**

* During term time the Snr Designated Safeguarding Lead (or a Deputy)willalways be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours’ activities in line with the guidance contained in DfE KCSiE 2021 Part Two and Annex C.

**Headteacher**

**The Headteacher of the school will ensure that:**

* The policies and procedures adopted by the governing body(particularly thoseconcerning referrals of cases of suspected abuse and neglect),are understood, and followed by **all** staff.
* The schoolhas an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
* Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
* All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
* The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Code of Conduct Policy.
* The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2021.
* Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors in KCSiE 2021. If the allegation is against the Headteacher, then the Chair of the Governing Bodywill manage the allegation – see below.

**Governing Body**

**We recognise our Governing body has a strategic leadership responsibility for our *school’s* safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2021, ensuring policies, procedures and training in our *school* are effective and comply with the law at all times.**

**The *governing body* will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school’s ethos and reflected in the school’s day to day safeguarding practices by:**

* Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
* Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCP guidance and monitors the school’s compliance with them.
* Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child’s welfare.
* Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2021 from paragraph 105, the additional clarification about GPDR and withholding information.
* Ensuring cooperation with the local authority and other safeguarding partners.
* Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
* Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2021 Part One and or Annex A as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
* Ensuring that the governing body understands it is collectively responsible for the school’s safeguarding arrangements, even though a governor will be nominated as the ‘Safeguarding Governor’ and person who will champion all safeguarding requirements’.
* All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, order to discharge their responsibilities and act as the school’s ‘critical friend’.
* The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
* The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2021 and NSCP guidance.
* Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
* Ensuring that temporary staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities
* Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2021 Part Four Section one.
* Ensuring that arrangements/procedures are in place to manage ‘low level’ concerns which should be referred to within the school/college Staff Code of Conduct.
* (allegations and concerns about a staff member that after initial consideration by the ‘case manager’ do not meet the criteria for a referral to LADO).
* Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
* Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
* Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
* Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
* Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
* Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
* Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
* Ensure at least one person on an interview panel has completed safer recruitment training.
* Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
* Be open to accepting that child abuse and incidents can happen within the schooland be available to act decisively upon them.

**Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead**

* A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
* The Designated Safeguarding Lead will also have details of the child’s social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.
* We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school. As a schoolwe will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

**Children with Special Educational Needs**

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff’s vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

* assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
* children with SEN and disabilities can be disproportionally impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to;
* addressing individual behaviour concerns and incidents considering the child’s SEN and disabilities.

**Taking action where concerns are identified**

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Snr Designated Safeguarding Lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

**If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:**

* The key facts will be established in language that the child understands, and the child’s words will be used in clarifying/expanding what has been said.
* No promises will be made to the child, e.g. to keep secrets.
* Staff will stay calm and be available to listen.
* Staff will actively listen with the utmost care to what the child is saying.
* Where questions are asked, this should be done without pressurising, and only using open questions;
* Leading questions should be avoided as much as possible
* Questioning should not be extensive or repetitive
* Staff will not/ should not put words in the child’s mouth but will subsequently note the main points carefully.
* A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child’s body language etc.
* It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
* Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
* The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
* Information should be shared with children’s social care without delay, either to the child’s own social worker or to the MASH. Children’s Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
* The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse or danger.

**Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.**

**Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children’s social care. When a child is in immediate danger children’s social care/the police will be contacted.

The Headteacher or Snr Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a ‘need to know’ basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: <https://www.nottinghamshire.gov.uk/nscp>

**Information Sharing**

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR’s) and Rapid Reviews (R.R’s) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2018 para 23).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

* *DfE KCSiE 2021 paragraphs 105 to 113 and Annex C has been updated to further clarify about GDPR and withholding information and additional information added which makes clear about the powers to hold and use information when promoting children’s welfare.*
* *HM Working Together to Safeguard Children 2018 Para 23 to27 and on pages 20 and 21.*
* *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.*
* *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

**Records and Monitoring** (KCSiE 2021 paragraphs 71 to 72, Part Five, Annex C)

The school maintains good quality records which are regularly monitored to ensure they reflect the child’s journey through the safeguarding system, and engagement with statutory agencies, such as social care, Early Help, police, CAMHS, Health and other services.

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child’s person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g. MASH or the child’s social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a ‘concern’ file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right-hand corner to denote a separate file exists

Our school will ensure all or files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

**Why recording is important**

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Our school maintains paper ‘‘child protection confidential’ Files.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

**The Child Protection (CP), Child in Need (CiN) or Confidential file** (KCSiE 2021 paragraphs 71 to 73, 112 to 113 and Annex C pages 146 to 148).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child’s main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child’s welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a ‘concern’ for one child may not be a ‘concern’ for another and the child’s particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

**A ‘child protection’ or ‘confidential’ file should be commenced in the event of:**

* A referral to MASH/Children’s Social Care.
* A number of minor concerns on the child’s main school file.
* Any child open to social care.

**All ’child protection’ or ‘confidential’ file should contain:**

* A front sheet.
* A chronology.
* A record of concern in more detail and body map, where appropriate.
* A record of concerns and issues shared by others.

The school will keep either written paper or electronic records of concerns about children even where there is no need to refer the matter to MASH/Children’s Social Care (or similar) immediately but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The ‘confidential’ file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

**Transfer of child’s child protection file, child in need, LAC, or confidential file (statutory requirement):**

Our *school* will adopt the file transfer guidance contained in KCSiE 2021 and ensure when a child moves school their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child’s journey and include key information as described in KCSiE 2021 Should a child subject to social care involvement transfer schools, college or education provider we will ensure the child’s child protection or confidential file move is transferred within 5 days required by KCSIE 2021 page 148.

Our Snr DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child’s transfer to ensure the child remains safeguarded, has any ‘reasonable adjustments’ agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

**Recording Practice**

***(Please ensure this reflects the guidance in KCSIE 2021 and the procedures you have put in place, and shared with all your staff for your school, academy, or college).***

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child’s file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children’s Social Care in- line with the NCC Pathway to Provision Version 9 document published March 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk or abuse.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

**Educating Young People – Opportunities to teach safeguarding** (KCSiE 2021 paragraphs 121, Annex A & Annex C Online Safety page 117 to 118).

As a schoolwe will teach children in an age appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

The education we provide for online safety will take into account the harm, injury or harassment involved in sexual violence and sexual harassment between child in schools and colleges.

This issue will also be taught as part of a wider RSE programme, as RSE becomes mandatory in all schools from September 2021.

The work we will do will therefore include issues such as:

* communication
* understanding healthy relationships, including trust
* understanding our rights, including our collective rights to be safe and feel safe
* recognise abusive and coercive language and behaviours

Our school’s response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school is included in the appendix.

**Helplines and reporting**

* Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
* Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

**The following appendices are a part of this policy:**

Appendix 1 - NCC LA Flow Chart 2021-2022 ‘What to do if you are worried a child is being abused at risk of harm or neglect.

Appendix 2 -Template: Case Record and Chronology form

Appendix 3 -Template: Logging a concern about a child’s safety and welfare

Appendix 4 -Template: Body Maps Guidance and Body Maps

Appendix 5 - Policy and procedures to manage with peer on peer abuse (child on child) abuse and sexual violence and sexual harassment from September 2021 to 2022: Anti-bullying, behaviour and e-safety and blended learning addendum.

**Appendix 1**

**Clarborough Primary School Child Protection & Safeguarding Flow Chart**

**‘What to do if you are worried a child is being abused, at risk of harm or neglect’**

**Actions where there are** **concerns about a child’s welfare in and outside of school**

* Be alert to signs of abuse, question unusual behaviour or changes to presentation.

 **Safeguarding concern**

 **Resolved /no longer held**

Support has been agreed, record decisions and any follow up needed. actions.

**Unmet needs identified**

Decide what actionsare needed to support the child.

**Consult with the child young person, family and relevant agencies:** Agree support, refer to NSCP guidance ‘Pathway to Provision’ version 9.1

 **Out of hours**

 **Emergency**

 **Duty Team 5.00pm – 8.30am**

**Tel 0300 4564546**

**NSPCC Whistle blowing Tel:**

**0800 028 0285**

 **Where a child discloses abuse, neglect, sexual violence or sexual harassment**

* Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
* Inform them you need to share the information and what you are going to do next
* Do not promise confidentiality, you will need to share/ report the information to appropriate services.
* **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL’s absence.**
* Do not question further or inform the alleged abuser.

 **Discuss concerns with the Snr Designated/ Named Safeguarding Lead**

* The Safeguarding Lead will consider further actions including consultation with Children’s Social Care/ MASH (if a new concern).
* Concerns and discussion, decisions and reasons for decision should be recorded in writing and a ‘confidential concerns’ or ‘child protection’ file should be opened, stored in line with the school child protection policy.
* At all stages the child’s circumstances should be kept under review and re-refer if appropriate, to ensure the child’s circumstances improve – **the child’s best interests must come first.**

**Still have concerns - Refer to MASH** **(Multi-Agency Safeguarding Hub) Social Care**

Have child/ families’ personal details to hand and be clear about concern/ allegations.

 **Children’s Social Care**

 **During Office Hour, Monday to Friday**

**Multi Agency Safeguarding Hub (MASH) Tel: 0300 500 80 90**

**If the child is at immediate risk dial 101 and ask for assistance** Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures. www.nottinghamshire.gov.uk/nscp

**Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals** **Tel:-** **0115 8041272. LADO Strategic Lead Tel:** **0115 9773921**

**Cheryl Stollery – LA Safeguarding Children in Education Officer** **Tel:-** **0115 8041047**

**This flow chart is a brief guide - Please refer to our School Child Protection Policy.**

**School/Academy Child Protection/ Safeguarding Policy**

**Appendix 2**

**Case**

**Record/Chronology CONFIDENTIAL**

**Sheet Number:**

Complete for all incidents of concern including where a ‘logging the concern’ sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

|  |
| --- |
| **Name:** |
| **DOB:** | **Form:** |
| **Date** | **Information/Details of concerns or contact** | **Print Name and Signature** |
|  |  |  |

**Appendix 3**

**Logging a concern about a child’s safety and welfare**

**Part 1 (for use by any staff)**

|  |  |
| --- | --- |
| **Pupil’s Name:** | **Date of Birth: FORM:** |
| **Date and Time of Incident:** | **Date and Time (of writing):** |
| **Name:****Print Signature****Job Title:** |
| **Note the reason(s) for recording the incident.** |
| **Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?** |
| **Professional opinion where relevant (how and why might this have happened?)** |
| **Note actions, including names of anyone to whom your information was passed.** |
| **Any other relevant information (distinguish between fact and opinion).** |

**Check to make sure your report is clear to someone else reading it.**

**Please give this form to your Snr Designated Safeguarding Lead**

**Part 2 (for use by the Snr Designated Safeguarding Lead (DSL)**

|  |  |  |
| --- | --- | --- |
| **Time and date information received by DSL, and from whom.** |  |  |
| **Any advice sought by DSL (date, time, name, role, organisation and advice given).** |  |  |
| **Action taken (referral to MASH/children’s social care/monitoring advice given to appropriate staff/EHAF etc. with reasons.****Note time, date, names, who information shared with and when etc.** |  |  |
| **Parent’s informed Y/N****and reasons.** |  |  |
| **Outcome****Record names of individuals/agencies who have given information regarding outcome of any referral (if made).** |  |  |
| **Where can additional information regarding child/incident be found (e.g. Pupil file, serious incident book)?** |  |  |
| **Should a concern/ confidential file be commenced if there is not already one? Why?** |  |  |
| **Signed**  |  |  |
| **Printed Name** |  |  |

**Appendix 4: Body Map Guidance for Schools**

**Medical assistance should be sought where appropriate.**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

\***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child’s person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services,**

**e.g. MASH or the child’s social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

1. Exact site of injury on the body, e.g. upper outer arm/left cheek.
2. Size of injury - in appropriate centimetres or inches.
3. Approximate shape of injury, e.g. round/square or straight line.
4. Colour of injury - if more than one colour, say so.
5. Is the skin broken?
6. Is there any swelling at the site of the injury, or elsewhere?
7. Is there a scab/any blistering/any bleeding?
8. Is the injury clean or is there grit/fluff etc.?
9. Is mobility restricted as a result of the injury?
10. Does the site of the injury feel hot?
11. Does the child feel hot?
12. Does the child feel pain?
13. Has the child’s body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child’s child protection file.

|  |
| --- |
| **BODYMAP** |

**(This must be completed at time of observation)**

|  |  |  |  |
| --- | --- | --- | --- |
| Names for Child: |  | Date of Birth: |  |
| Name of Worker: |  | Agency: |  |
| Date and time of observation: |  |

|  |  |
| --- | --- |
| BODY-1 | BODY-2 |

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Child: |  | Date of observation: |  |
| HEAD-1 | HEAD-2 |
| **FRONT** | **BACK** |
| HEAD-3 | HEAD-4 |
| **RIGHT** | **LEFT** |

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Child: |  | Date of observation: |  |
| HAND-1 | HAND-2 |
| **R** | **L** |
| **BACK** |
| HAND-3 | HAND-4 |
| **R** | **L** |
| **PALM** |
| Name of Child: |  | Date of observation: |  |
| FOOT-1 | FOOT-2 |
| **R** | **TOP** | **L** | **R** | **BOTTOM** | **L** |
|  |
| FOOT-3 | FOOT-4 |
| **R** | **L** |
| **INNER** |
| FOOT-5 | FOOT-6 |
| **R** | **L** |
| **OUTER** |
| Printed Name and Signature of worker: |  | Date:Time: |  |
| Role of Worker |  |
| Other information: |

**Appendix 5: policies (anti-bullying, behaviour, e-safety addendum)**

|  |
| --- |
| **Anti-bullying Policy** |
| **Spring term 2020** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Review frequency:** | Every 2 years | **Review date:** | Spring term 2022 |
| **Governing committee responsible:** | Curriculum Committee |
| **Governor approval:** | Spring term 2020 | **Website:** | Yes |
| **Staff responsible:** | Head TeacherPrepared by Bursar | **Date produced:** | February 2020 |

**Introduction**

At Clarborough Primary School we aim to provide a safe, caring and friendly climate for learning for all our pupils, to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, ensuring that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well, treating others within the school community respectfully and taking responsibility for their own behaviour.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

**Policy Development**

This policy was formulated in consultation with the whole school community, with input from: members of staff, Governors, Parents, Carers and pupils. Moving forward the community will continue to be involved both in the implementation of this policy and its review, in the following ways:

* Members of staff- (though regular agenda items at staff meetings, consultation documents, surveys)
* Governors – (discussions at governors meetings, training,)
* Parents/carers – (parents are encouraged to contribute by taking part in written consultations, parent meetings)
* Children and young people – (pupils contribute to the development of the policy through the school council, circle time discussions etc. The school council will develop a Student friendly version by September 2020 to be displayed throughout school and go in planners)

This policy is available on our website and in the office. A copy is given to every Parent or Carer when their child begins their education at our school.

**Roles and responsibilities**

**The Head Teacher**

Has overall responsibility for ensuring that this policy is implemented. They will also liaise with the Governing Body, Parents and Carers, Nottinghamshire County Council and outside agencies as and when required. The Head Teacher will also ensure that:

* Further policy development and review will involve pupils, staff, Governors, Parents and Carers and relevant local agencies.
* This policy is implemented and its effectiveness in practice is monitored and assessed;
* Evaluation takes place and that this informs policy review.
* Bullying incidents are managed effectively.
* Bullying incidents are reported and recorded in the correct way.
* Training and support for both staff and Parents or Carers is assessed and co-ordinated where appropriate.
* Strategies for preventing bullying behaviour are effectively co-ordinated.

All governors have a responsibility with regard to Anti-bullying. The safeguarding Governor is Mrs C Herdman and the school lead is Mrs S Turton.

**Definition of Bullying**

*‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.’*

[***http://www.anti-bullyingalliance.org.uk/about-us.aspx***](http://www.anti-bullyingalliance.org.uk/about-us.aspx)

*This can take many forms and is often motivated by prejudice.’*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

* There is a deliberate intention to hurt or humiliate
* There is a power imbalance that makes it hard for the victim to defend themselves.
* It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

**What does bullying look like?**

Bullying can include:

* physical assault
* taking or damaging belongings
* name calling
* taunting
* mocking
* making offensive comments
* cyberbullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
* producing offensive graffiti
* gossiping and spreading hurtful and untruthful rumours
* excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

**Why are children and young people bullied?**

Specific types of bullying include:

**Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

* age
* being or becoming a transsexual person
* being married or in a civil partnership
* being pregnant or having a child
* disability
* race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
* religion, belief or lack of religion/belief
* sex /gender
* sexual orientation

These are called ‘protected characteristics’.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

**Other vulnerable groups include**

* bullying related to appearance or health
* bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

**Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person’s sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

**Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

**Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

* hacking into someone’s accounts/sites
* Posting prejudice/hate messages
* Impersonating someone on line
* Public posting of images
* Exclusion
* Threats and manipulation
* Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

* young people
* young people and staff
* between staff
* individuals or groups

**Reporting and responding to bullying**

Our school has clear and well-publicised system for reporting bullying, for the whole school community (including staff, parents/carers, children and young people), this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Children in school including bystanders should in the first instance speak to their Class Teacher or an adult supervising in school.

Parents or Carers should, in the first instance contact their child’s Class Teacher or the Head Teacher.

All staff and visitors should contact the Head Teacher or the Chair of Governors.

**Procedures**

All reported incidents will be taken seriously and investigated involving all parties. In the first instance an ‘Incident’ form should be completed and then handed over to either the Head or Assistant Head Teacher. They will then follow the following steps (where appropriate):

* Interview all parties
* Inform parents/carers of all parties involved
* Implement appropriate disciplinary sanctions in accordance with the school’s Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable. Responses may also vary according to the type of bullying and may involve other agencies where appropriate
* Keep in touch with the person who reported the situation and Parents or Carers;
* Provide support for the target and aggressor
* Use a range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
* Liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime
* Use the EHAF process where appropriate to involve other agencies who may be able to support

**Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Head Teacher. The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and will be presented to the governors as part of the Head Teacher’s report at termly meetings. The Incident form is available from the office and is also attached to this policy (see Appendix A).

**Strategies for preventing bullying**

As part of our on-going commitment to the safety and welfare of our pupils we promote positive behaviour and discourage bullying behaviour by:

* Celebrating good behaviour and achievements using PSHE/Citizenship lessons, assemblies, modelling behaviour and attitudes, and using cross curriculum opportunities
* Providing specific curriculum input on areas of concern such as Cyber bullying and Internet Safety
* Providing support for Parents and Carers
* Providing support for all School Staff
* Ensuring that staff training and development is provided for all staff including those involved in lunchtime and before and after school activities

**Links with other policies and why**

|  |  |
| --- | --- |
| Policy | Why |
| Behaviour Policy | Rewards and sanctions |
| Safeguarding Policy | Child protection |
| Acceptable use & e-safety policy | Cyberbullying and e-safety |
| Equalities policy | Prejudice related crime(homophobia, race, religion and culture and SEN/disability |
| Confidentiality Policy | Reporting and recording |

**Evaluation**

This policy will be reviewed by the Head Teacher every 2 years in the Spring term and its effectiveness will form part of the Head Teacher’s report given at termly FGB meetings.

**Useful organisations**

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

[**Mencap**](http://www.mencap.org.uk) –[www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – [www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay, bisexual and transgender charity

**Educational Action Challenging Homophobia (EACH)** – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline

[**School's Out**](http://www.schools-out.org.uk/) –[www.schools-out.org.uk](http://www.schools-out.org.uk)

[**Beatbullying**](http://www.beatbullying.org/) – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying

[**Childnet International**](http://childnet-int.org/) –[www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

**NSPCC/ChildLine**- [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

**Show Racism the Red Card** – [www.theredcard.org.uk](http://www.theredcard.org.uk)

***Appendix A***

|  |  |
| --- | --- |
| Logo | **INCIDENT FORM**  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date of incident:** |  | **Time of incident:** |  |

|  |
| --- |
| **Nature/Type of incident** (please tick): |
|  |  |  |  |
|  |  |  |  |
| Extortion |  | Personal possessions taken/damaged |  |
|  |  |  |  |
|  |  |  |  |
| Isolation |  | Forced to do something against will |  |
| (being ignore or left out) |  |  |  |
|  |  |  |  |
| Physical |  | Written |  |
|  |  |  |  |
|  |  |  |  |
| Verbal |  | Spreading rumours |  |
| (name calling, taunting, mocking) |  |  |  |
|  |  |  |  |
| Cyber |  | Other |  |
| (email, internet, text) |  | (please specify) |  |

Details of young people involved:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Names: | Year group: | Gender: | Ethnic origin code: | Role\* |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4.. |  |  |  |  |  |
| 5. |  |  |  |  |  |
| 6. |  |  |  |  |  |

\*Role: V = Victim R = Ring Leader A = Associate B = Bystander

|  |
| --- |
| **Location of incident** (please tick): |
|  |  |  |  |
| Classroom |  | School Bus |  |
|  |  |  |  |
|  |  |  |  |
| Playground |  | Outside/around School Gates |  |
|  |  |  |  |
|  |  |  |  |
| Corridor |  | To or from School |  |
|  |  |  |  |
|  |  |  |  |
| Toilet |  |  |  |

|  |
| --- |
| **If you feel the incident was motivated by any of the following** (please tick): |
|  |  |  |  |
| Appearance |  | Race/Ethnic origin\* |  |
|  |  |  |  |
|  |  |  |  |
| Disability/S.E.N |  | Sexual orientation |  |
|  |  |  |  |
|  |  |  |  |
| Gender/Sexism |  | Home circumstances |  |
|  |  | (including looked after young people) |  |
|  |  |  |  |
| Religion |  |  |  |

\* Reminder: these incidents should be recorded separately

|  |
| --- |
| **Brief summary of Incident:** |
|  |  |

|  |
| --- |
|  |
| GenerallyIf appropriate was a CAF used? YES/NO |

|  |
| --- |
|  |
| **Action taken:** |
| With indivduals |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |

In ‘Action taken’, please include any exclusions, parental involvement, or involvement with any external agencies.

|  |  |  |  |
| --- | --- | --- | --- |
| **Form completed by:** |  | **Date:** |  |

**Anti-bullying Review Sheet**

**Name of school:

Autumn/Spring/Summer term**

**Type of incident**

|  |  |
| --- | --- |
| Extortion |  |
| Isolation |  |
| Physical |  |
| Verbal |  |
| Cyberbullying |  |
| Damage of property |  |
| Forced to do something |  |
| Spreading rumours |  |
| Other (specify) |  |

**Profile of young people**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Ex | G | E | Isol | Phys | Verbal | Cyber | Prop | Force | Rumour | Other |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

G=gender (M/F) E=Ethnicity code

**Location**

|  |  |
| --- | --- |
| Classroom |  |
| Playground/school grounds |  |
| Corridor/toilets |  |
| School bus |  |
| Outside school -Cyberbullying |  |
|  -other |  |

**Motivation**

|  |  |
| --- | --- |
| Appearance |  |
| Gender/Sexism |  |
| Religion/culture/race |  |
| Homophobia |  |
| Disability/SEN |  |
| Home/Family circumstances |  |
| Other (please specify) |  |

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| --- |
| **Behaviour Policy** |
| **Autumn Term 2021** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Review frequency:** | Annually | **Review date:** | Autumn term 2022 |
| **Governing committee responsible:** | Curriculum and Standards Committee |
| **Governor approval:** | Summer Term 2020 | **Website:** | Yes |
| **Staff responsible:** | Head Teacher | **Date reviewed:** | 4th September 2021 |

Our behaviour policy supports our school vision, mission statement, ethos and ‘Golden Rule’. **It has been updated in light of the current COVID-19 pandemic**. In the process of implementing this policy, we remind all staff, volunteers and governors that it is not acceptable to discuss children’s work or behaviour outside school. All staff, volunteers and governors should also ensure that they call children by their given or preferred name and should encourage all children to call staff by their title and family name. This policy should be considered in conjunction with the SEND policy.

**School Mission and ethos**

At Clarborough, we have many minds but one mission: be the best you can be.

The importance of health, well-being, family and a love of learning permeate through our Golden Rule: We look after ourselves, others, our school and our planet.

Our staff and governors will work together to ensure that all those in our school community support our values:

Clarborough values respect, resilience, learning.

These values will ensure our pupils are successful learners, safe and nurtured, included and respected, effective contributors, active and healthy, confident citizens who are globally aware and the best they can be!

**Hierarchy of Rewards**

The emphasis of our Behaviour policy is ‘to concentrate on rewards for positive behaviour’. This can be done in the following ways:

* With a pleasing look or smile;
* Verbal praise to the individual or written praise to the individual;
* Verbal praise for a Class or Group;
* Stamps, stickers and house points to be given to child or put on a child’s work;
* Good behaviour or good work cards and stickers to be given to the child to take home;
* Opportunity to choose a task on completion of work, for showing good/kind behaviour or special responsibility to be given by the Teacher;
* Recognition of good work/behaviour by other Teachers or Classes. Pupils to decide with which Teacher they would wish to share their success with;
* Stickers, house points and certificates rewarding specific aspects of behaviour e.g. being a good role model, helping younger children, improved behaviour at playtime etc.
* Work is shared via Seesaw to engage with parents
* Courtesy certificates each half term for children in each year group;
* Merit certificates each half-term half term for children in each year group;
* A visit to the Head Teacher to show their good work. Good behaviour or good work cards to be given to child by the Head Teacher to take home;
* Our Foundation Stage have named pegs to clearly show how a child is behaving. Pegs are attached to one of three faces: “superstar”, “keep it up” or “you need to think”. Good behaviour or work may be rewarded by asking a child to “move their peg to superstar”;
* In KS1 and 2 each class has a reward system in place. These specific classroom reward strategies for each age group will be reviewed regularly, and may be changed to maintain the children’s interest;
* Mid-day supervisors give out good behaviour stickers, cards and certificates. They also award half termly Lunchtime Superstars, which are announced in the School newsletter.

**Unacceptable Behaviour – (also see appendix)**

Low-intensity, high frequency behaviours cause Teachers and children most stress and interfere with effective teaching and learning in our classrooms. Systems and procedures put in place to reduce risk and ensure social distancing where appropriate and should be adhered to at all times by pupils.

Unacceptable behaviours have been identified as:

1. Lack of respect for social distancing guidelines including:
* not arriving or departing school as directed
* not following school instructions on hygiene, including hand washing and sanitising
* not moving around school as per instruction
* not following expectations about ‘catch it, bin it, kill it’ when coughing or sneezing
* not following expectations at play times and lunch
* coughing or spitting at or towards any other person
1. Lack of respect for staff by
* Inappropriate facial gestures or body language;
* Inappropriate verbal interruptions;
* Inappropriate movement around the classroom or school;
* Destroying the teaching environment.
1. Lack of respect for other pupils by
* Using hurtful words
* Making hurtful actions
* Not respecting personal space and social distancing
* Destroying the learning environment

All children are to be fully aware of the detail of the above via constant reinforcement during regular class meetings

**Hierarchy of sanctions**

1. Positive reinforcement of what is right.
2. Frown, point etc. Body language reinforcement that what is happening is not acceptable.
3. Verbal warning in front of the class.
4. Change of seat or isolation.
5. Verbal warning and Headteacher informed.
6. Staying in to complete work under supervision.
7. Isolation within the classroom or playground. The child is given a "time out” period away from other pupils, being carefully monitored by the teacher or other member of staff.
8. Parents will be informed of any behaviours linked to point 1 Unacceptable Behaviours by the Head teacher. The safety and well-being of all our pupils is paramount and this will not be tolerated.
9. Warning Cards will be given to the child to take home to parents/carers and a record kept by the class teacher in the class behaviour file in relation to points 2 and 3 (Unacceptable Behaviour). If a child receives three warning cards in the same term parents will be invited to talk to the Head Teacher. If the problems persist parents will be invited to work with the SENCo to plan further support for their child.
10. Head Teacher and class teachers will consult the SENCo to devise appropriate strategies for individual children when appropriate.
11. SENCo to be available at lunchtimes to work with children experiencing problems with their behaviour.
12. If progress is not being made, the school can refer the pupil through the Early Help Assessment Form or refer to the family SEND team for further guidance e.g. to involve Think Children, the Behavioural Support Services, the Educational Psychology Service, or other appropriate outside agencies.
13. If a child is not able to maintain a good standard of behaviour and show regard for the safety of themselves and others then it may be necessary to exclude them from certain activities, which may take place on or off the school premises, in or out of school time.
14. A child may be excluded from school for a fixed number of days or lunch times. Ultimately this could lead to a permanent exclusion.

**Behaviours likely to attract a warning card.**

* Low-intensity, high frequency behaviours that interfere with effective teaching and learning in our classrooms.
* Low-intensity, high frequency behaviours that interfere with children’s ability to enjoy their recreation
* Inappropriate or offensive language, facial gestures or body language
* Inappropriate movement around the classroom or school, particularly in light of social distancing guidelines
* Vandalism of any kind
* Using hurtful words to children or adults
* Using the internet or mobile phones to harm or upset children or adults
* Actions that cause pain, injury or fear to children or adults
* Not respecting people’s personal space after having the victim’s discomfort explained
* Any behaviour which is not in line with our four Golden Rules

**Resources**

* See Appendix for guidance to using this policy.
* Training needs to be continued for all staff to feel comfortable with the teaching of pupils displaying challenging behaviours.
* This Behaviour Policy and Anti-Bullying Policy are available to help with groups experiencing difficulties.
* In extreme or urgent cases non-contact time can be provided for members of staff to work with the school SENCo.
* There are P.S.E. ideas for activities available for all staff. The SENCo keeps these resources.
* The ‘Cherry Tree Books’, (612), and ‘Let’s Talk About’ series are in the library and deal with bullying, racism etc. etc.
* ‘P.S.E.’ file, books on Parachute Games, Circle Time, and Co-operative Games are available for staff to use.

**Persons responsible**

The Head Teacher and SENCo

**Evaluation**

This policy will be evaluated by Head Teacher for its effectiveness in the autumn term 2022 and will form part of the Head Teachers report to Curriculum committee meetings.

**Appendix to Behaviour Policy**

 **Rewards and Good Behaviour Guidance May 2019**

**All staff will**

* Teach, encourage, promote and model good behaviour in school.
* Explain and demonstrate the behaviour we wish to see. e.g. good manners - Please and thank you - Not interrupting - Not insisting on being first
* Show respect for others, the building and equipment.
* Listen to others.
* Show self-control.
* Behave in an orderly manner.
* Display good working habits.

**Ways of promoting good behaviour**

* Praise
* Facial expression
* Verbal comment
* Written comment
* Sharing with class, other teachers, HT.
* Letter to parents home
* Reward tokens – house points, stickers, badges, certificates.
* An activity.
* Privileges.
* Responsibilities.

**For the whole class**

* Choice of activity
* Extra playtime.
* Rights and Responsibilities- Class teachers will agree a set of common class rules based around the following principles:
* Talking (when appropriate or levels of noise, learning, movement (around the classroom and school buildings)
* Treatment of others (manners and respect)
* Problem solving and safety: In cases where disregard is shown for these principles the class teacher will follow the 4W’s approach with the pupil, outlined below:
* What did you do? (This will focus on the behaviour relative to the consequence)
* What part of the golden rule did you break?
* What is your explanation?
* What do you think you need to do to put this right?

It may also be appropriate to consider; How can I help you with your plan to put things right? (Supporting the pupil with apologies; mediation; restitution)

**Unacceptable behaviour**

Unacceptable behaviour is determined through the class rules. The following behaviour is always unacceptable and will not be tolerated:

* Swearing
* Bullying
* Deliberately damage property
* Harassment against all protected characteristics as identified within the 2010 Equalities Act (for example racial or sexual harassment)
* Rudeness
* Vandalism
* Stealing
* Rudeness to staff
* Rudeness to other pupils
* Aggressive behaviour
* Threatening behaviour to pupils and staff
* Hitting an adult
* Repeatedly targeting specific pupils
* Spitting
* Running away from staff
* Putting hands on staff

**The consequences of unacceptable behaviour**

Parents/carers will be contacted as a consequence of this behaviour. Either the Head Teacher or SENCo will speak to the child involved once they have calmed down. They will discuss their negative actions, not their personality. They will also remind pupils that they are responsible for their actions and are choosing poorly. The class teacher will ensure that parents/carers are told at the end of the day by that their child has been in trouble via a warning card. Two visits to a senior member of staff involving these types of behaviour will result in a meeting with parents and their class teacher. Any further incidents involving these behaviours will result in a meeting with parents and the Head Teacher.

Any of these actions could lead to detention during lunch, suspension from break/playtimes, or in more serious cases internal or fixed term exclusion from school. If an exclusion order were made, this would require their child to be collected from school. Work would then be provided for them to complete. If property has been damaged, the school may ask for it to be paid for by the parents/carers. We will also follow up reports of misconduct to or from school, usually informing parents of the incident. We believe that it is very important that outside the school premises children continue to act as good ambassadors in the wider community and can reprimand pupils for poor behaviour outside of school hours.

**Lunchtime Supervision**

The school recognises the need for quality supervision on the playground at break times. All staff are aware of the need for supporting the behaviour of all children. All staff are aware of the need for particular vigilance in specific circumstances and should ensure they position themselves appropriately to supervise all areas. Staff should be on the playground before children leave the school building and last off the playground at the end of lunch/break times.

**Out of class Behaviour**

Staff will ensure that members of the public are not inconvenienced or put at risk by pupil(s) activities or behaviour, and that they do not bring the school into disrepute.

**Children with Social, Emotional Behavioural Needs**

The SENCo will work with parents and class teachers to ensure that full consideration is given to any key factors which may affect a child’s behaviour and will work alongside others to ensure that appropriate support is given, seeking external advice and help when appropriate.

**Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom1. At Clarborough School we ensure that we have members of staff who are trained in the use of Physical Intervention and should this ever be required the parents or carers of the child involved will be fully informed of the circumstances that led to this action being taken.

*1 Behaviour and discipline in schools – January 2016 Department for Education*

**Levels of Behaviour Management in school**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Level |  | Pupil Behaviour | Teacher Action | Extra Support |
| 1\*T | **These levels are managed by the class teacher****- eg MDS post its** | Pupil respects the rights of others, is co-operative and self controlled | Positively reinforce behaviour – specific feedback e.g. encouragement, sharing success, responsibilities, red book, gold points. | Involve colleagues, parents and whole school in pupil achievement. |
| Pupil |  |  |  |
| 2I | Minor disruptions, talking, off task, poor concentration, low concentration levels. | Teacher seeks supportive solution with student, negotiating small steps to success. Use of loss of break times to complete work if appropriate, to reflect on disruption caused. Uses range of behaviour strategies | If necessary involve SENco or HT to define problem and assist in solution. |
| Pupil |  |  |  |
| 3E | Persistently infringes on the rights of others. Rude or disruptive behaviour. Continuing level 2 behaviour. | Teacher consults with colleagues and informs parents. Monitor with behaviour/incident logs and continue range of strategies | Involve support from HT. |
| Pupil |  |  |  |  |
| 4R1 |  | Continually breaches the rights of others, verbal or physical assault, defiance or continued determination in behaviour. | Teacher consults with colleagues, support staff and parents. Behaviour / incident logs kept and reviewed with SMT. Modified playtime privileges, time out, daily behaviour report, agreed period of internal exclusion, withdrawal from school trip or other event | Involve HT, parent. |
| Pupil |  |  |  |  |
| 5Tier 2+ |  | Seriously violates the rights of others and shows no signs of wanting to improve e.g. abusive, poor effect on peers, uncooperative, verbal or physical assault. | Teacher refers the problems directly to SLT who will consider action in accordance with the appropriate policies, including the Restraint and Health and Safety policies. After discussion with pupil and parents internal or fixed term exclusion may be considered. | Involve HT, parent and other agencies. |
| Pupil |  |  |  |  |

\*Tier 1 – Bassetlaw Behaviour Partnership agreed protocol

**Monitoring**

The behaviour of the children and success of this guidance will be monitored continually by the behaviour coordinator. Lunchtime and class incidents are monitored through the lunchtime detention log and are analysed on a half-termly basis. Information about the behaviour of the children will be sought informally from the whole school community. Behaviour, both in and out of class, is monitored each half term.

**Non-Verbal Cueing**

Non-verbal cues are a quick and effective way to raise a pupil’s behavioural awareness. This could be pointing to your ears to indicate a group should be listening or holding up an open hand to indicate that the teacher would like a groups or classes attention. NB – when using cues it is important to be aware of emphasising or gesticulating in a non-threatening way (not pointing or tapping on a table for example).

**Immediate consequences**

Examples include: - sitting away from others (after repeatedly distracting fellow pupils) - working away from others (relocation in the room) - cool off time within the room. - time out, away from the activity or classroom.

**Deferred consequences**

Deferred consequences range from the ‘chat after class’, through to a lunchtime detention. A deferred consequence such as a detention should relate to the behaviour, e.g. finishing off work, or drawing pictures / describing what went wrong and how to fix it.

**Following up**

Some behaviour issues can be followed up after class. This may include cleaning/packing up in own time or finishing work during lunch and then follow up the behaviour one to one with the pupil.

When following up consider:

* ‘calm’ self before calming the pupil.
* tune in to how they may be feeling.
* avoid ‘rushing’ the dialogue.
* use open body language and avoid crowding personal space.
* avoid arguing; keep the focus on the behaviour/issue.
* adopt a pleasant tone.
* refer the pupil to the class agreement or rule that has been broken.
* allow the right of reply.

This may also involve a ‘negotiated consequence’ where the teacher and pupil agree an appropriate resolution / restitution for the situation

**‘I’ statements**

These can be used to convey the teacher’s needs and concerns or to tune in to the pupils needs and concerns:

 ‘I can see you’re upset, is it because...’ or ‘I feel concerned/worried/upset, that you are...’

It may also be directional

 ‘I want you to put your hand up without calling out’ or ‘I want you to go back to your seat and work...’

**Safe Touch**

Touch on the upper arm/shoulder to affirm an instruction or to provide physical reassurance. More than ‘catching them being good’ Children with high attentional needs and distracting, disturbing attentional behaviours also need to be taught how to gain fair and appropriate attention. To do this we need to directly teach them alternative patterns of behaviour and social skills. With all children we need to be aware of ensuring we have communicated in the best way for them e.g. discussion, modelling, drawing, social stories etc

E-Safety and blended learning: COVID-19 addendum

Autumn term 2020

|  |
| --- |
| **E-safety & responsibility policy** |
| **Review frequency:** | Annually | **Review date:** | Autumn term 2022 |
| **Governing committee responsible:** | Pupils, Strategy & Resources committee |
| **Governor approval:** | Autumn term 2020 | **Website:** | Yes |
| **Staff responsible:** | A Cowell-ClarkK Garton | **Date reviewed:** | 4th September 2021 |

# Important contacts

I.T support – itsupport@clarborough.notts.sch.uk

School office – office@clarborough.notts.sch.uk

Behaviour and well-bring concerns: parentalsupport@clarborough.notts.sch.uk

1. **Background**

Following school closures in March 2020, online learning became the main avenue to continue teaching and learning with the view that this would continue alongside a blended model of at home/in school education for coming months. This policy brings together important information linked to best practice, online safety, resources as well as support for teaching staff, parents/carers and our young people. Our approach is that online learning does not replace face-to-face teaching but it is a vehicle to continue teaching and learning and ensuring we uphold our school vision of being the best we can be.

1. **Online delivery through Seesaw Class**

It is important to use professional experience when allocating tasks online. Some tasks may require direct teaching and support and be more suited to face-to-face video recordings, voice recordings or demonstrations through a screen recording application. Tasks, which do not require significant teacher input or that can be done offline away from screens, are best completed on paper and photographed/recorded, then uploaded to the Seesaw journal.

Teachers will already have resources such as presentations, videos, web links, including web links to The Oak National Academy, which can be shared easily using Seesaw. There are also many resources available online which pupils can access such as BBC Bitesize, TT Rockstars, Language Angels, Digimaps, iLearn2 and Accelerated Reader. These useful resources should be used as part of the blended learning model.

Below is good practice when planning and organising online learning:

* Let pupils know when you will/will not be available.
* Turn off notifications after you have finished working for the day.
* Where possible, share activities for the day using the scheduled option as part of the Seesaw Plus subscription.
* Any instructions need to be clear and specific with short voice recordings/video recordings/screen recordings, especially to assist children with SEND.
* Check when pupils last logged in using the Seesaw time tracker beside the pupil name in their journal.
1. **Seesaw Families**

All parents should be sent a class link via the class teacher. This enables the parent to install the Seesaw Families app and sign up to their child/children’s journal. Parents will receive notifications when the teacher is able to upload work to share throughout the school day. This information includes: spellings, homework and work completed in lessons.

1. **Home/school contract**

A home/school agreement is attached to the appendix, which details the importance of being contacted by parents during school hours only, where possible. On occasions, teachers may post items into the Seesaw journal after school hours. Parents should be made aware of how to disable notifications if they wish not to see these.

1. **Microsoft Teams**

By using this main portal, online safety is maintained for staff and pupils. They also ensure consistency for all involved as these are being used in the classroom.

The following useful tips can help to make Microsoft Teams user-friendly:

* Create channels within your team that serve a specific purpose.
* Limit the General channel so only teachers can post.
1. **Log-ins and passwords**

All children will have the following log-ins and passwords in their planners at the start of the academic year:

Accelerated Reader

TT Rockstars

Language Angels

Digimaps

Seesaw Home Learning Code

Teams

The **Seesaw Class code** is different to the child’s **home learning code**. The class code should be displayed in the classroom and not distributed to any individual or outside of school. If the class code is compromised, the class teacher should access the Seesaw website and create a new class code. Pupils will be able to see everybody’s journal in the class when using Seesaw at school. When working at home and using the individual home learning code, a pupil will only be able to see their own file.

Pupils should be informed by their teacher that they are only allowed to post work to their own journal when working from home. It is advised that they do not click on the three dotted options, and ‘add people’ to their post, as this displays their work/photos/videos in others’ folders and consequentially, other parents can view this post. Children will be informed if they are allowed to use this function for a set task only/share teams screen.

1. **Safeguarding**

As part of safeguarding, it is important to keep a daily register to report any children missing in education. Contact must be made to the children’s parent via the class teacher on the same day, if absent from online learning. If persistent absences occur, the Headteacher must be informed, who will then make further enquiries.

1. **Concerns**

Any I.T error should be logged by emailing Orchestrate IT directly. This is then logged, allowing for remote connectivity and efficient problem solving.

Any Seesaw queries should be directed to the Computing Lead and other Seesaw Ambassadors.

Parents should log any concerns related to IT to itsupport@clarborough.notts.sch.uk. Any other online concerns should be emailed to office@clarborough.notts.sch.uk or parentalsupport@clarborough.notts.sch.uk The Headteacher (DSL) or Deputy DSL can then ascertain the best plan of action moving forwards.

1. **Monitoring arrangements**

Class teacher are responsible for Teams and Seesaw activity. The Computing Lead is responsible for overseeing Seesaw general usage and training. The Headteacher oversees the overall attendance and safeguarding issue.

Senso is a new software being used to effectively keep pupils safe through monitoring and internet safeguarding on all school laptops being used at home. This provides reports on online usage and sites visited. Any concerns discovered will be accessed and addressed by the Headteacher.

1. **Links with other policies**

This policy links to the Computing policy, E-safety policy and Keeping Children Safe in Education Policy 2021.