



# **Dore Primary School**

## **Safeguarding 2020-21**

Version	3.0
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Date Approved by Governing Body	03.11.20
Review Date	Sept 21

## Child Protection Policy and front sheet.

(This policy should be read in conjunction with the detailed **safeguarding policies of the Sheffield Safeguarding Children Board** which have been adopted by the school and the school's Online Safety Policy)

We all have a statutory duty to "safeguard and promote the welfare of children", ([Working together to safeguard children, DfE 2015, page 5](#))

If you have any concerns about the health and safety of a child or young person at this education setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues such as a child's appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry about reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

**However, if you think that a child, a young person or an adult who cares for them has been or might be harmed, please talk to one of the people below immediately.**

**You can ask any member of staff to find them and ask them to speak to you straight away about a confidential and urgent matter.**

### The people you can talk to are:



#### Our Designated Safeguarding Lead/Deputy is:

Name: JASON FLETCHER

Their office is located in the Juniors

Their tel. no / mobile no is...0114 2368690



#### Our Designated Safeguarding Deputy is: Katy Godfrey

Name: Katy Godfrey :

Their room is located in the outside mobile (infants)

Supporting Jason & Katy with Advanced Training are S.Drazek, G, Bradley, A Goodwin, L Guiton and L.Glossop.

This document should be in the information packs sent to all applicants for any position in the school.

A copy should be available to all people working in a voluntary capacity in Dore Primary School.

All staff should read Part 1 of "Keeping Children Safe in Education" (DfE September 2020) and have regard to "Working together to safeguard children" (DfE February 2018).

Copies of both Sheffield Children's Safeguarding Board Policies and Procedures & National guidance are located in Staffshare/Safeguarding/Safeguarding 20-21. There is also a link on our website to all policies and guidance:

[Safeguarding Children - Dore Primary School](#)

The following link provides access to a number of DfE documents and policies related to safeguarding children:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

# Child Protection Policy Statement

## Dore Primary School

The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

Our school fully recognises the contribution it can make to the protection of children and support for pupils in schools.

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. No single professional 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 and promoting the welfare of children is protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

There are 3 main elements to our Child Protection Policy

### Prevention

Through a positive school atmosphere, teaching and pastoral support to pupils, Safer Recruitment Practices, all stakeholders being informed and committed to safeguarding the children in our care. Staff members should maintain an attitude of 'it could happen here.'

### Protection

By following agreed procedures, particularly this policy and the detailed safeguarding policies, ensuring staff are appropriately recruited, **trained and supported** to respond appropriately and sensitively to Child Protection Concerns, having clear whistle-blowing policies and procedures, having strong induction procedures. Never ignoring an issue and by always taking appropriate action.

### Support

To pupils, their families and school staff who may have been abused through liaising with the appropriate bodies, ensuring multi-agency working is effective through taking the lead whenever necessary, ensuring appropriate support is in place and closely monitoring vulnerable children.

This policy applies to teaching staff, support and volunteer staff, and anyone else who is responsible for or is in contact with children in our school.

### **School Commitment**

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of, or suffering from abuse.

Our school will therefore:

- a. Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- b. Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c. Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities.
- d. Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- e. Ensure that staff are aware that they must report an act of Female Genital Mutilation (FGM) to the police.
- f. Ensure that staff are aware that if a child is in immediate danger or risk of harm they should make a referral to the DSL/deputy DSL or children's social care and/or the police immediately.
- g. Regularly update staff with local and national guidance to support them in carrying out their responsibilities.

### **Framework**

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

Child protection is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the local Area Child Protection Committee and Sheffield Safeguarding Children Board.

### **Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.

One member of our senior leadership team is responsible for the implementation of appropriate procedures; this is the Deputy Head, Mr Fletcher, known as the Designated Safeguarding Lead (DSL). This person is supported by a team of deputies from the senior leadership team. The DSL will be part of the network co-ordinated by the Sheffield Safeguarding Children Board.

The role of the Governing Body is to ensure that all child protection and safeguarding policies and procedures are followed and that the school places the highest priority on protecting children. It is not the responsibility of the Governing Body to know the details of individual pupils.

### **Procedures**

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in Keeping Children Safe in Education and by Sheffield Safeguarding Children Board. All concerns about a child in our care should be referred to the DSL. Our school (Headteacher/ Governing Body) will ensure that these staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this sensitive area.

### **Training and Support**

Our school will ensure that the Head Teacher/Executive Head, DSL, and governing body attend training relevant to their role. All staff will receive and be able to access Child Protection/Safeguarding training relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. All staff whether paid or unpaid has access to appropriate training in order that they are able to react appropriately should an incident occur. All staff will be trained to recognise and respond to situations where a child may be considered to be at risk. The demands and difficulties associated with working in this very sensitive area cannot be ignored, and staff must receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work. Training will be refreshed every three years and where necessary the designated staff will attend multi-agency training.

### **Professional Confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

The discussion should cover such areas as:

- The school's "need to know" policy
- How do you ensure that parents, governors and every adult working in, or associated with, the school understands the need for confidentiality?
- Why must staff (including volunteers) never guarantee confidentiality to a child?
- What should they say to a child who asks the adult to keep a secret and how should the child be advised that the information may need to be shared with others?
- Who else needs to be given this information relating to a child about whom there are concerns?
- Who should not be given this information?

### **Records and Monitoring**

Well kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. All concerns about the protection of a child are reported immediately to the DSL or DDSL and recorded electronically on the CPOMS system. Hard copies of any safeguarding information is kept in a secure locked cabinet in the DSL office.

### **Attendance at Child Protection Conferences**

Reports will be produced for child protection conferences and provided to the timescale requested by the Chair of the meeting. The DSL or Deputy will attend all Child Protection Conferences on behalf of the school. If both are unavailable an appropriate member of staff, usually the class teacher, will attend.

### **Supporting Pupils at Risk**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support pupils through:

- (a) the curriculum, to encourage self-esteem and self-motivation and an understanding of safeguarding issues.
- (b) the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- (c) the implementation of school behaviour management policies.
- (d) a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- (e) regular liaison with other professionals and agencies who support the pupils and their families.
- (f) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- (g) the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

### **The FCAF (Family Common Assessment Form)**

This form should be used when we consider that a child has needs that cannot be met solely by the services or resources within the Children & Young People's Directorate, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the FCAF. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the Designated Safeguarding Lead or Deputy or any other member of staff. This referral will be by telephone to the relevant team of social services,. The multi-agency form (MACF) should then be forwarded by the designated person to social services.

### **Procedures to follow if a member of staff is concerned about the welfare or safety of a child**

Any concern should be immediately reported to the DSL or Deputy

- If unavailable report the concern to a member of SLT(Senior Leadership Team)
- A factual account of any concern/disclosure should be made, dated and signed. This should be given to the DSL or Deputy.
- Children should be reassured that they have done the correct thing but no guarantee of confidentiality should be given. Children should understand that concerns will be passed on so that they can be protected.
- If no other person shares the concern this should be taken further to the appropriate body.

### **Procedures to follow when the Designated Safeguarding Lead is notified of the concern about the welfare or safety of a child.**

The DSL should follow the agreed procedures at all times.

### **Procedures to follow if an allegation is made against a member of staff.**

The school will follow the latest LA procedures and entitled Model Procedure for the Management of Allegations of Abuse and detailed by the Sheffield Safeguarding Children Board.

The Safeguarding Board Helpline will be phoned on 0114 2053535 and the Local Authority Designated Officer will be informed.

### **Any allegation made against the Headteacher must be referred to the Chair of Governors who should immediately contact the Local Authority Designated Officer.**

### **Safer Recruitment**

The procedures set out by Sheffield Safeguarding Children Board, the DfE in Keeping children safe in education (Part Three) and by Sheffield City Council will be followed. DBS checks, teacher prohibition orders, all pre-appointment checks, employment history checks and references will be carried out and a single central record maintained.

### **Prevent**

Protecting children from the risk of radicalisation is part of the schools' safeguarding duty. The school will follow the policy set out by SSCB and in the DFE guidance on the Prevent duty.

# **Coronavirus Outbreak Addendum to DPS Child Protection Policy**

**1<sup>st</sup> April 2020**

In regard to Covid 19 guidance issued by DFE 27.3.20

Schools and colleges will have an effective child protection policy in place reflecting business as usual. It is likely that the policy will not accurately reflect new arrangements in response to COVID-19. It is important schools and colleges (led by a DSL or deputy, wherever possible) review and revise their child protection policy and keep it under review as circumstances continue to evolve. In some cases, a COVID-19 annex/addendum that summaries any key COVID-19 related changes might be more effective than re-writing and re-issuing the whole policy. Amongst other things the revised child protection policy should reflect:

- any updated advice received from the local 3 safeguarding partners
- any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

DSL has collated a vulnerable learners list in line with government definitions and identified graduated approaches to support and contact where necessary. This support includes voluntary home visits where the necessary social distancing guidelines are followed. Individual food parcels left with families.

Individual learning parcels left with families.

Welfare calls made to home address.

DSL has been in touch with social care who will be visiting our most vulnerable families on 1.4.20 and will update school forthwith.

DSL has been in touch with both the Educational Psychology Dept and Complex Case Worker (CILS) to agree Rag Ratings for children in school and at home.

- **Green** – Child is safe to be at home and will not require support to meet EHC needs. This could include those who are self-isolating due to medical vulnerabilities and where it's identified they do not require extra support.
  - **Amber** – Child would not be safe at home due to their SEND needs and so is currently accessing school for support.
  - **Red** – Child who is isolating due to underlying medical vulnerabilities but where the risk assessment has identified an ongoing concern about them being at home without extra support. Where you have identified a particular risk for those children marked as Red, it would also be helpful for you to be able to share some information with me regarding the associated risk so that I can feed that back.
- what staff and volunteers should do if they have any concerns about a child  
Staff should continue to follow safeguarding policy & procedures in place

- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns  
**Staff have been reminded of the above.**
- DSL (and deputy) arrangements  
**SLT have timetabled the DSL or deputy to be at school during normal school hours, breakfast club and holidays.**
- the continued importance for school and college staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children  
**DSL is in direct contact with social care.**
- peer on peer abuse - given the very different circumstances schools and colleges are operating in a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)  
**Staff will follow Sheffield Policies and Procedures and have received induction covering KCSIE.**
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)  
**Staff will follow Sheffield Policies and Procedures and have received induction covering KCSIE.**
- any arrangements to support children the school or college are concerned about who do not meet the 'vulnerable' definition  
**DSL and well-being team have a record of all actions taken to support children in addition to the vulnerable definition.**
- what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed

## **Coronavirus Outbreak – Additional Addendum to DPS Child Protection Policy October 2020 – Remote Learning**

What arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed

This Remote Learning has been carefully designed taking into consideration:

- The education and welfare of the children and staff at Dore Primary School
- The most recent educational research –Education Endowment Federation (EEF) April 2020 (See the attachment )
- The COVID Risk Assessment version 8 (shared with parents)
- Parental feedback from the previous lockdown
- Teacher feedback from the previous lockdown

Please note: The learning provided from the school, to support children who are self-isolating, is only intended to be completed if the child is well enough to do so.

### Outline of Remote Learning

The learning has been designed in 3 parts:

1. **Individual children** absent from school whilst waiting for a test result (2 – 4 days)
2. **Individual children** absent from school whilst self-isolating (10 school days)
3. **Whole year group** bubble closes

#### Part 1 - Individual children absent from school whilst waiting for a test result (2 – 4 days)

In this instance a document will be emailed home, which identifies key learning activities for your child to complete each day. The document has been carefully prepared by your child's class teacher and ensures that the educational focus is based around key fundamental aspects of learning for your child's year group e.g. phonics in year 1, times tables in Year 3, reading for all children etc.

There is no requirement for parents to print out any worksheets/ resources of any kind.

#### Part 2 - Individual children absent from school whilst self-isolating (10 school days)

*(The likely reason for this type of isolation would be due to a household family member receiving a positive test result or being contacted by Track and Trace)*

Part 2 is very similar to part one: a document will be emailed home, which outlines key learning activities for your child to complete each day. The document has been carefully prepared by your child's class teacher and ensures that the educational focus is based around key fundamental aspects of learning for your child's year group e.g. phonics in year 1, times tables in Year 3, reading for all children etc.

The main difference is that a learning pack will be posted through your letter box; this provides additional paper resources that your child will be required to complete. This will allow your children to use the worksheets that support the online maths lesson in addition to providing daily handwriting practise. Key Stage 2 children will also be provided with a comprehension pack.

**Part 3.** Whole year group bubble closes, all of the children and staff are self-isolating for a maximum of 10 school days

The table provided below describes what a typical learning day would look like for your child:

	Daily teacher/pupil interaction	Learning Resources
Day 1	Morning Zoom	Part 1 - Provisional Remote Learning –practise key learning skills.
Day 2	Morning Zoom	Part 1 - Provisional Remote Learning – practise key learning skills.
Day 3 – Day 10	Morning Zoom	<ul style="list-style-type: none"><li>• <b>Maths</b> – White Rose Maths - Recorded Lesson – teachers will provide the web link and the link to the worksheet.</li><li>• <b>English</b> – A loom lesson recorded by the teacher.</li><li>• One <b>Foundation Subject</b> (Science, geography, art etc) – A loom lesson recorded by the teacher.</li><li>• A recommendation to work on the key fundamentals of learning from the 'Provisional Remote Learning Document'.</li></ul>

It is possible to see that we have adopted a blended approach to Remote Learning. Each day will commence with a morning Zoom. This morning Zoom will be vital in allowing teachers to provide a positive start to the day and setting out the expectations for the day ahead. As we progress through the days children will be asked to bring learning to share within the Zoom sessions.

Children will be shown how to access the day's learning, from the website, via the zoom. The learning will still be posted on the year group Learning Journey, but only the links for that particular day. This will ensure that there is no difficulty or confusion in which learning is expected for the day. Teachers will ensure that the next day's learning is on the Learning Journey by 6pm each day.

From Day 3 onwards, Dore Primary School will continue to make use of the White Rose recorded maths lessons. Teachers will then record two lessons each day for the children to access, this will be a continuation of learning from the classroom.

You will see that the requirement for the first two days will be to work through the learning activities provided in the Provisional Remote Learning Offer, this to support families with adjusting to the change but also to support staff in ensuring that as a school we are able to start recording the filmed lessons.

### **Learning Feedback**

As teachers we value the impact that feedback has on future learning outcomes, this is also supported by the EEF research (2020). To allow feedback to take place we will continue to encourage children to send their work to the year group email accounts e.g.

y4@dore.sheffield.sch.uk, this will allow teachers and teaching assistants to provide individualised feedback to your child. Your child may also be asked to prepare learning to share on the morning Zoom, which will also provide time for peer interaction and feedback.

### **Access to technology**

Where families have difficulties with their child accessing a technological device at home we will ask you to contact school in the event of self-isolation.

### **One to one telephone calls from school staff**

Families will be provided with the opportunity to request a one to one telephone call during this period of self-isolation. Please use the year group email address to request this call.

Parents will also receive information on expectations during zoom calls which will include dress expectations, adult attendance and procedures for logging out.

Staff also have a checklist to follow when conducting zoom calls to safeguard themselves and the children

Remote learning offer will be regularly reviewed and feedback from children and parents welcomed.