



CLIFTON
COMMUNITY SCHOOL



WICKERSLEY
PARTNERSHIP
TRUST.



SAFEGUARDING POLICY



WICKERSLEY
PARTNERSHIP
TRUST.



WHOLE SCHOOL POLICY FOR SAFEGUARDING & CHILD PROTECTION

Revised September 1st 2020

CLIFTON COMMUNITY SCHOOL



Date of Policy Approval	1st September 2020
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Policy Approved	Yes

Key contacts in school

Role	Name	Contact details
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Designated Safeguarding Lead (DSL)	Ms Nikki Turner	01709515005
Deputy Safeguarding Lead (DDSL)	Mr Tony Hardcastle	01709515005
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Named Safeguarding Governor	Mrs Jane Cardie	jcardie@cliftonschoo.org
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Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance 'Keeping Children Safe in Education', DfE (effective 1st September 2020).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping children safe in education 2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

This policy will be reviewed in full by the WPT and Local Governing Body on an annual basis.

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1.0 PURPOSE & AIMS

1.1 The purpose of Clifton Community School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm and we expect everyone who works in our school to share this commitment. This means we will always work to take all welfare concerns seriously and always act in the best interests of the child to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's mental and physical health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This will include recognising when they are at risk and how to get help when they need it and identifying children who may benefit from early help. We also assess the risks and issues in the wider community when considering the wellbeing and safety of our pupils. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2.0 WHOLE SCHOOL SAFEGUARDING CULTURE

2.1 The child's welfare is of paramount importance and all adults take the welfare of the children seriously. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff if they are worried or concerned about something.

2.2 The revised KCSIE 2020 highlights the importance of a child-centred and highly coordinated approach to safeguarding, including covering all aspects of a child's development and well-being, in particular the physical, emotional and mental health of students.

2.3 In this school all staff are actively encouraged to be curious and inquisitive about the potential 'root cause' of students and the behaviours that they are present within school and beyond.

2.4 'Everyone' who comes into contact with children and their families has a responsibility in safeguarding children. It is important for children to receive the 'right help at the right time' to address risks and prevent issues escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

2.5 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.6 Throughout our curriculum we provide various teaching and learning activities and opportunities for children to develop the skills they need to identify risks, how to get help (if they need it) and stay safe, including online. This will also be extended to include material that will encourage our children to develop essential life skills. The aim at Clifton Community School is that all students have a full understanding of how to develop as well rounded citizens, maintain healthy relationships and are able to understand how to be safe both online and in their day to day life. It is our aim that students know what options are open to them in the future and understand the routes they have in order to progress on their life journey. Clifton Community School does this through several different areas. We use a spiral curriculum for students to develop their skills, knowledge and understanding throughout each of the key stages This is designed in accordance with statutory guidance (2020) and advice from the PSHE association. The PSHE curriculum is developed following regular reviews of the contemporary issues within our school context and the wider community. Lessons and resources are highly differentiated to meet the needs of individual students to ensure that all students have the same opportunities to develop essential lifelong skills and knowledge. At Clifton CommunitySchool students have a variety of opportunities to hear from visitors invited into school as part of both the pastoral curriculum and PSHE lessons, in order to enhance and reinforce safety and personal development messages. All students also have numerous opportunities to gain experiences outside the classroom. These experiences range from university or educational visits linked to curriculum areas. All these experiences allow students to extend their knowledge, understanding of the wider world and are more able to make well informed choices about their own lives.

The PSHE curriculum is developed to build key knowledge and skills around SMSC, British Values and to give age appropriate messages around health, well-being, relationships and sex education. This is in line with the new 'Relationships, Sex

Education and Health Education in Schools (2020)' guidance. Students at Clifton Community School develop their life skills through a robust pastoral curriculum delivered through form tutor time and assemblies. This curriculum is designed to help students become more resilient, confident and independent students. The Clifton Pledges awards system also challenges students to contribute to developing the social capital of the school community and the wider community. These pledges cover life skills, cultural experiences and active citizenship. At Clifton Community School students have a variety of opportunities to hear from visitors invited into school as part of both the pastoral curriculum and PSHE lessons, in order to enhance and reinforce safety and personal development messages. All students also have numerous opportunities to gain experiences outside the classroom. These experiences range from university or further education visits, to educational visits linked to curriculum areas. All these experiences allow students to extend their knowledge, understanding of the wider world and are more able to make well informed choices about their own lives.

2.7 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (July 2018).

Link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

2.8 Safeguarding training in school reflects the need to have due regard to the 'Data Protection Act 2018' and the GDPR duties placed upon the school and individuals.

Staff know and understand that such duties do not prevent the sharing (or withholding) of personal information for the purposes of keeping children safe from the risk of immediate harm. "Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children." (KSCIE 2020 para. 85).

The Data Protection Act 2018 and the GDPR advice includes:

- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible

to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

- For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

2.9 School will make reference to the following documents

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

- The Information Commissioners Office (ICO)

<https://ico.org.uk/for-organisations/business/>

- Data protection toolkit –

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf

3.0 WHAT IS ABUSE?

3.1 Abuse may fall into a number of categories: - physical abuse, sexual abuse, emotional abuse and neglect. Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

3.2 All staff in school are aware of the main indicators of abuse and neglect, so they are able to identify children who may be in need of help or protection. They understand that safeguarding issues are rarely stand alone events that can be covered by one definition or label.

4.0 MENTAL HEALTH

4.1 All staff are aware that poor mental health problems can, in some cases, be an indicator that a student is suffering or at risk of suffering abuse, neglect or exploitation.

4.2 Staff in school are unable to make mental health diagnoses but are well placed to make observations of students on a day-to-day basis should any issues arise.

4.3 Due to regular training, briefings and guidance, staff in school are well aware of the potential long term impact on the student's mental health, behaviour and education, of these adverse childhood experiences. Staff will raise any concerns with a key member of staff (Nikki Turner / Tanya Morris / Deborah Allen / Teala Boyle), including the school's DSL if there is a safeguarding concern too.

4.4 School accesses a range of advice, resources and support from other professional agencies when a student has been identified as requiring extra mental health support and staff can refer concerns through to the DSL or Lead Mental Health Practitioner.

SPECIFIC SAFEGUARDING ISSUES (KCSIE 2020 Part One)

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CSE indicators can also be indicators of CCE, as can:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant.

More information on CSE is contained in Annex A of Keeping Children Safe in Education (2020), Child sexual exploitation: Definition and a guide for practitioners (DfE 2017), and Chapter 2.1.1 of the Rotherham LSCB child protection online procedures: <https://rotherhamscb.proceduresonline.com/index.htm>

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;

- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault / pregnancy;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Criminal Exploitation of Children (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other type of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often

use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 103 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

At Clifton Community School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

All staff in this school are aware that safeguarding issues can manifest themselves via peer on peer abuse which is likely to include such things as:

- Bullying, including online/cyber bullying and prejudice-based bullying.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment – Part 5 of Keeping Children Safe in Education (2020) gives guidance to schools on how to manage reports of child on child sexual violence and sexual harassment.
- Sexting (also known as 'youth produced sexual imagery') NB: In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council

for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

- Initiation (sometimes referred to as 'hazing') type violence and rituals/gang activity

All staff in this school are clear about the action to take where concerns about peer on peer abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up". We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student if some of the following features will be found.

The allegation:

- Is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student.
- Is of a serious nature, possibly including a criminal offence.
- Raises risk factors for other students within the school.
- Indicates that other students may have been affected by this student in a negative manner.
- Indicates that young people outside the school may be affected by this student in a negative manner.

A Preventative Approach

In order to prevent peer on peer abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem

- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong and never acceptable
- Addressing cultures of sexual harassment

Students will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

In cases of 'Upskirting' we recognise that it is an offence under the 'The Voyeurism (Offences) Act', which is commonly known as the Upskirting Act (April 2019).

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

More information on peer on peer abuse/sexual violence is contained in Part 5 and Annex A of Keeping Children Safe in Education (2020) and Chapter 2.1.2 of the Rotherham LSCB child protection online procedures:

<https://rotherhamscb.proceduresonline.com/index.htm>

Domestic abuse

The cross government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Clifton Community School is an integral part of Operation Encompass which helps school and the police to work closely together to provide practical and emotional support to students and their families, where students have experienced an incident of domestic violence in the household.

School will make reference to the following documents/resources:

- National Domestic Abuse Helpline 0808 2000 247
- Apna-Haq - Sisters for Change (Helps Women and children from BME communities escape violence 01709 519211
- NSPCC: Signs and symptoms <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
- Refuge: The effects of domestic violence <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>
- SafeLives: <https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Honour based abuse including Female Genital Mutilation (FGM) and Forced Marriage

So called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

School is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

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

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable. Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return.
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs
- Other visible physical injuries

FGM is addressed as part of the procedures around 'Honour Based Abuse' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

Clifton Community School has due regard to the FGM mandatory reporting duty for teachers.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The

duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2020) and Chapters 2.2.10, 2.2.11 and 2.2.12 of the Rotherham LSCB child protection online procedures:

<https://rotherhamscb.proceduresonline.com/index.htm>

Preventing Radicalisation and Extremism (Prevent Duty)

The school has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being 'drawn into extremism and terrorism'.

In our school we use an age appropriate curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes.
- Glorifying violence, especially to other faiths or cultures.
- Making remarks or comments about being at extremist events or rallies outside school.
- Evidence of possessing illegal or extremist literature.
- Advocating messages similar to illegal organisations or other extremist groups.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
- Secretive behaviour.
- Online searches or sharing extremist messages or social profiles.
- Intolerance of difference, including faith, culture, gender, race or sexuality.
- Graffiti, art work or writing that displays extremist themes.
- Attempts to impose extremist views or practices on others.
- Verbalising anti-Western or anti-British views.
- Advocating violence towards others.
- Involved in protests of extremist propaganda
- Association with organised football crime groups (far right extremists).

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the Channel Programme. We will provide a link, via our school website, to the Rotherham LSCB website which provides information on radicalisation for children and young people, their parents/carers and professionals.

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

More information on Prevent and Channel is contained in Annex A of Keeping Children Safe in Education (2020) and Chapter 2.1.6 of the Rotherham LSCB child protection online procedures:

<https://rotherhamscb.proceduresonline.com/index.htm>

Online Safety

The use of technology has become a significant component of many safeguarding issues. As a school we are aware that the predominant issues associated with online safety are:

The three 'C's:

- **Content** – exposure to illegal, harmful or inappropriate material; for example pornography, fake news, racist or radical and extremist views
- **Contact** – harmful online interaction with others; for example commercial advertising as well as adults posing as children or young people
- **Conduct** – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (the production and sharing of sexual images of under 18s is illegal), or online bullying

The school recognises that today's students are growing up in an increasingly complex world, living their lives seamlessly on and offline. The school recognises that COVID-19 has provided increased exposure to online risks and recognises that the growth of

remote learning has presented many positive and exciting opportunities, but also many challenges.

The school e-safety policy and day to day online e-safety procedures have due to regard to the most recent DFE non-statutory guidance titled 'Teaching online safety in school' (June 2019).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

This helps teach our pupils how to stay safe online, within both new and existing school subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app.

During COVID -19 lockdown school has provided additional advice, guidance and resources to students, Parents/Carers on how to maintain personal safety whilst learning remotely.

The school ensures that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

At our school, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We have a separate E-Safety Policy which can be found on the school website.

As a school, we will provide information for parents and carers on online safety plus links to useful websites. A selection of useful links can also be found in Annex C of Keeping Children Safe in Education (2020):

- Be Internet legends - https://beinternetlegends.withgoogle.com/en_uk
- Disrespect Nobody - <https://www.disrespectnobody.co.uk/>
- Education for a connected world framework -
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf)
- PSHE association - <https://www.pshe-association.org.uk/>
- Teaching online safety in school -

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf
- ThinkUknow - <https://www.thinkuknow.co.uk/>
- UK Safer Internet Centre - <https://www.saferinternet.org.uk/>

For further information, see Addendum B of COVID-19 response.
and Chapter 2.1.5 of the Rotherham LSCB child protection online procedures:
<https://rotherhamscb.proceduresonline.com/index.htm>

Children with Special Educational Needs and Disabilities (SEND)

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Where there are any concerns raised about the safety and welfare of a child with SEND in our school, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

In school, with the support of the SENDCO we identify students who might need more support to be kept safe or to keep themselves safe.

More information on children with SEND is contained in Annex A of Keeping Children Safe in Education 2020, the NSPCC document 'We have the right to be safe – Protecting Disabled Children From Abuse' (Oct 14) and Chapter 2.1.3 of the Rotherham LSCB child protection online procedures:
<https://rotherhamscb.proceduresonline.com/index.htm>

Children Missing in Education (*NB: updated policy and guidance from Rotherham due September 2020)

Children missing education are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues. We monitor attendance very carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when children are not at school. This means we need to have at least two up to date contacts numbers for parents/carers. We strongly encourage parents/carers to update the school as soon as possible if the contact details change.

All staff in school understands the importance of regular attendance and our school has appropriate procedures to follow for unauthorised absence in place and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

More information on children missing education is contained in Annex A of Keeping Children Safe in Education 2020 and Chapter 2.3.2 of the Rotherham LSCB child protection online procedures:

<https://rotherhamscb.proceduresonline.com/index.htm>

Additional safeguarding issues

Additional guidance on other safeguarding issues such as Substance Misuse, Domestic Abuse, Trafficking, Mental Health and many more is contained in Annex A of 'Keeping Children Safe in Education 2020' along with information about the indicators of abuse contained in Chapter 1.2.4 of the Rotherham LSCB child protection online procedures:

<https://rotherhamscb.proceduresonline.com/index.htm>

Looked After Children (LAC)

A child who is looked after by a local authority (as defined in section 22 of the Children Act 1989) means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority. Every school must have an identified designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. The Designated Teacher for LAC in this school is Nikki Turner. We have a separate LAC policy which can be found on the school website.

Private Fostering

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

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

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

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

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

Further information on Private Fostering can be found in Part One and Annex A of Keeping Children Safe in Education 2018 and chapter 2.3.7 of the Rotherham LSCB child protection online procedures:

<https://rotherhamscb.proceduresonline.com/index.htm>

Serious Violence

All staff, through training, will be made aware of the indicators which may signal that a student is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

The most significant risk factors that could increase a student's vulnerability to becoming involved in serious violent crime are; a history of committing offences, substance abuse, anti-social behaviour, truancy and peers involved in crime and/or anti-social behaviour. If any staff member suspects that a child may be vulnerable to, or involved in, serious violent crime will report it immediately to the DSL.

Early Help and support for children in need:

Early Help means providing the right support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. This may be a child who:

- Is disabled and has specific additional needs/Has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- Is showing signs of engaging in antisocial or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently going missing from care or from home.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; being a young carer.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.
- Is at risk of being radicalised or exploited.
- Has returned home to their family from care; is a privately fostered child.
- Is showing early signs of abuse and/or neglect.
- Has poor attendance at school.

Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy, will always consider the context of incidents – this is known as contextual safeguarding. Assessment of student's behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to MASH or other relevant professional agencies.

5.0 ROLES AND RESPONSIBILITIES

5.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this

school. This includes the responsibility to provide a safe environment in which children can learn.

The responsibility of the Governing Body/Proprietors (in the case of academies, free schools and alternative provision academies)

5.2 The Local Governing Body of Clifton Community School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Local Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

5.3 The Local Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with 'Keeping Children Safe in Education 2020', Local Authority advice and the requirements of the Rotherham Safeguarding Children Partnership policies and procedures.
- The school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018); this means working with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- The school contributes to multi-agency plans to provide additional support to those children subject to child protection plans. This will mean that we will allow access to children's social care should they need to conduct a section 17 or a section 47 assessment (see chapter 1 of Working Together to Safeguard Children 2018 for more information on these assessments)
- The school has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- The school has due regard to the mandatory reporting duty, which came into force in October 2015, of the Female Genital Mutilation Act 2003 which places a statutory duty on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.

- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One and Annex A of 'Keeping Children Safe in Education 2020' and the WPT employee's Code of Conduct.
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Our Local Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from a range of local training providers.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of Keeping Children Safe in Education 2020 and Rotherham Safeguarding Children Partnership.
- Safer recruitment practices are followed in accordance with Part Three of 'Keeping Children Safe in Education' (2020) and also Chapter 5.2 of Rotherham Safeguarding Children Partnership procedures.
<https://rotherhamscb.proceduresonline.com/index.htm>
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.

5.4 Safeguarding will be a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a minimum of one full safeguarding report from the Designated Safeguarding Lead. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

5.5 At Clifton Community School the Headteacher will ensure that the above policies and procedures, adopted by the governing body, are followed by ALL staff. The Headteacher is also responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- For ensuring the school is aware of and will follow the local safeguarding arrangements.

The Designated Safeguarding Lead

5.6 The Designated Safeguarding Lead is responsible for safeguarding and child protection at Clifton Community School. The key role of the Designated Safeguarding Lead is to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners.
- Manage referrals from school staff or any others from outside the school.
- Work with external agencies and professionals on matters of safety and safeguarding.
- Raise awareness of safeguarding and child protection amongst the staff and parents.
- Ensure that child protection information is transferred to the pupil's new school.

The Designated Safeguarding Lead (DSL) and Deputy DSL will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education 2020'. The DSL and the Deputy DSL will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated every two years. In addition to their formal training, the DSL and Deputy DSL will update their knowledge at regular intervals (at least annually) via e-bulletins, safeguarding forums and meeting other designated safeguarding leads.

The DSL and Deputy will provide advice and support to other staff on child welfare and child protection matters.

5.7 The DSL and Deputy at Clifton Community School will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi-agency meetings and contribute to the assessment of children, including Early Help assessments.

5.8 The DSL will maintain detailed, accurate written records of concerns and referrals ensuring that they are kept confidential and stored securely.

5.9 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

5.10 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education 2020 and the Rotherham LSCB.

A training pack can be obtained by contacting sherran.finney@rotherham.gov.uk

5.11 If the DSL is not available, staff are aware that they should speak to the DDSL and/or a member of the SLT and/or take advice from local children's social care (Rotherham MASH).

5.12 In line with the revisions in KCSIE 2020 guidance DSL's and DDSL's will have due regard to;

- Ensuring that should allegations of a safeguarding nature be raised about a Supply Teacher (who is not directly employed by school) this will be dealt with properly by the school. The school will not cease to use the supply teacher without finding out all the facts and liaising fully with LADO and the Supply Teacher Agency to establish the facts. The school may take the lead in this referral process. (see Para. 215-217).

5.13 The DSL and DDSL in the school will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. They will help staff,

- Know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

6.0 PROCEDURES FOR MANAGING CONCERNS

6.1 Clifton Community School adheres to child protection procedures that have been agreed locally through the Rotherham Safeguarding Children Partnership. The three local safeguarding partners that work together with all appropriate agencies are:

1. Local Authority
2. Clinical Commissioning Group including With Me In Mind
3. The Chief Police Officer

6.2 It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

6.3 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.4 If a child is in immediate danger or risk of harm, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

6.5 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using CPOMS. All details should be recorded accurately and where witness statements are taken these must also be uploaded as attachments to CPOMS.

6.6 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

6.7 All referrals will be made in line with Rotherham Local Safeguarding Children's Board procedures – Chapter 1 'Referring Safeguarding Concerns about Children'
<https://rotherhamscb.proceduresonline.com/index.htm>

6.8 If, after a referral, the child's situation does not appear to be improving, we will consider following the Rotherham LSCB escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

6.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Headteacher are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's safety.

6.10 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

6.11 If staff members have concerns about another staff member then this should be referred to the Headteacher or principal. Where there are concerns about the Headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate.

6.12 Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to our Whistleblowing Policy which is on the school website.

7.0 WORKING WITH PARENTS & CARERS

7.1 Clifton Community School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new students join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

7.4 We will seek to share with parents any concerns we may have about their child unless to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise i.e., illness, not being collected at the end of the school day, a child going missing or a safeguarding concern.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

Clifton Community School will retain this information on the student file. The school will only share information about students with adults who have parental responsibility for a student or where a parent has given permission and the school has been supplied with the adult's full details in writing. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

8.0 SAFER RECRUITMENT

8.1 At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of Part Three of 'Keeping Children Safe in Education 2020'. We have written recruitment and selection policies and procedures in place and we always ensure that at least one member of every interview panel, when recruiting new staff, has completed safer recruitment training (as per the School Staffing (England) Regulations 2009). We will take advice from Rotherham LSCB about safe recruitment training opportunities to ensure that we keep up to date with any changes to guidance, policy and procedures.

8.2 At Clifton Community we will use the recruitment and selection process to deter, reject or identify unsuitable candidates. Part Three of Keeping Children Safe in Education 2020 describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school. We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information

8.3 We will maintain a Single Central Record of all safer recruitment/pre-appointment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following:

- An identity check

- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies))
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

8.4 In line with the revisions in KCSIE 2020 guidance the school will have due regard to 'transferable risk' - where an incident out of school, which did not involve children, but could have an impact on an adult's suitability to work with children eg; domestic violence of a partner. This is called a 'harm test'.

STAFF CONDUCT AND THE USE OF 'REASONABLE FORCE'

8.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. There are circumstances, however, when it is appropriate for staff in our school to use 'reasonable force' to safeguard children and young people.

8.5 'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Staff in our school will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Headteacher.

9.0 MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

9.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise however that sometimes the behaviour of adults may lead to concerns being raised about their behaviour or an allegation of abuse being made.

9.2 At Clifton Community School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and

agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where this is not possible to the DSL); any concern about the Headteacher should go to the Chair of Governors.

9.3 In line with the revisions in KCSIE 2020 guidance DSL's and DDSL's will have due regard to;

- Transferable risk - where an incident out of school, which did not involve children, but could have an impact on an adults' suitability to work with children e.g.; domestic violence.
- Ensuring that should there be allegations of a safeguarding nature to be raised about a Supply Teacher (who is not directly employed by school) this will be dealt with properly by the school. The school will not cease to use the supply teacher without finding out all the facts and liaising fully with LADO and the Supply Teacher Agency to establish the facts. The school may take the lead in this referral process. (see Para. 215-217).

9.4 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

9.5 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Rotherham Local Safeguarding Children Board Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2020) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for coordinating the response to concerns that an adult who works with children may have caused or could cause harm to children.

9.6 If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This would also include where relationships and 'associations' that staff have in school and outside (including online) may have an implication for the safeguarding of children in our school. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors.

9.7 The Headteacher or Chair of Governors will seek advice from the LADO within one working day and will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or

the governing body will undertake further investigations before receiving advice from the LADO.

9.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO via MASH on 01709 336080.

9.9 The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. If this should happen we will ensure that at the conclusion of a case we will review our procedures or practice to help prevent similar events happening in the future.

<https://rotherhamscb.proceduresonline.com/index.htm>

10.0 WHISTLEBLOWING

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Trusts Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- A criminal offence has been committed, is being committed or is likely to be committed
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health or safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

11.0 RELEVANT POLICIES AND TRAINING

11.1 All staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

11.2 To underpin the values and ethos of our school and our intent to ensure that students at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Safeguarding including child protection policy
- Employee's Code of Conduct
- Anti-Bullying
- Behaviour Policy: Positive handling and managing behaviour
- Safer Recruitment
- Whistleblowing
- Attendance and Children Missing Education
- The role of the DSL (KCSIE)
- E-safety – procedures to keep children safe learning remotely
- Health and Safety including site security
- Harassment and bullying
- Meeting the needs of pupils with medical conditions
- Intimate Care Policy
- First aid Policy
- Educational visits including overnight stays
- GDPR policy

12.0 STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- Recent DfE guidance to reopening schools
- 'Working Together to Safeguard Children' DfE (2018)
- 'Keeping Children Safe in Education' DfE (2020)
- 'Keeping Children Safe in Education' DfE (2020) - Part One and Annex A for ALL staff.
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- 'What to do if you're worried a child is being abused?' NSPCC
- When to call the police guidance NSPCC link
- OFSTED Inspection handbook link
- <https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/what-if-suspect-abuse/>
- Rotherham Safeguarding Partnership <http://www.rscp.org.uk/>
- Education Inspection Framework September 2019
<https://www.gov.uk/government/publications/education-inspection-framework>

In the event of a failure of the electronic system for safeguarding and child protection the proforma on Appendix A should be used.

Appendix A: Example of a Recording Form for Safeguarding Concerns.

Staff, volunteers and regular visitors are required to complete this form and pass it to Tony Hardcastle if they have a safeguarding concern about a child in our school.

FULL NAME OF CHILD	DATE OF BIRTH	TUTOR / FORM GROUP	YOUR NAME AND POSITION IN SCHOOL

NATURE OF CONCERN/DISCLOSURE	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	
Did you report the previous incident?	
Who are you passing this information to?	
Name:	Date:
Position:	Time:
Signature:	

Action taken by DSL

Referred to...? Police MASH Early Help Other, ie, School Nurse, EWO, CAMHS etc.

Parents informed? Yes /No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

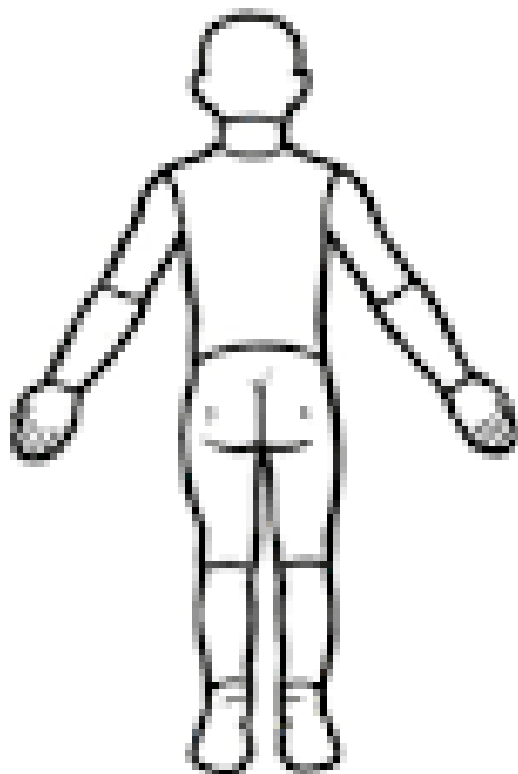
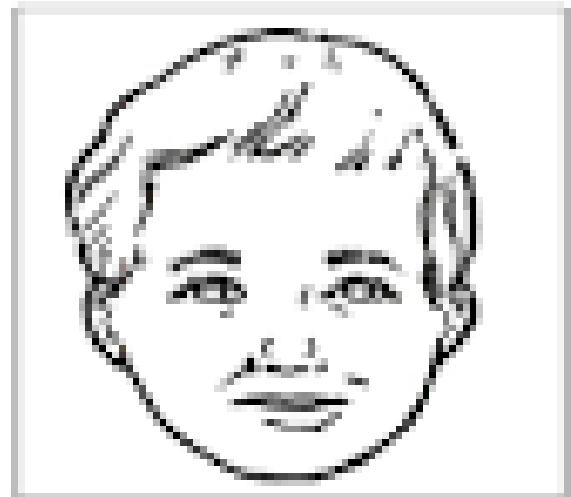
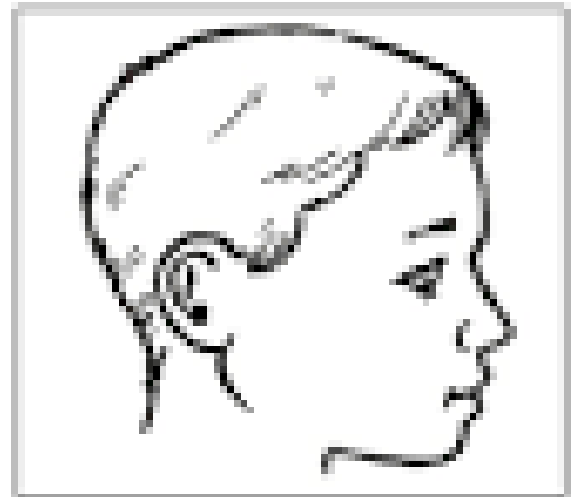
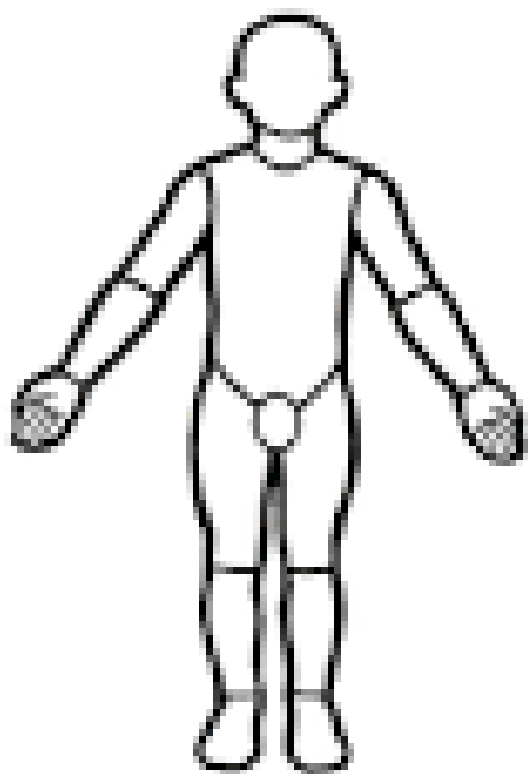
Further Action Agreed: (For example, School to instigate an Early Help Assessment, Child in Need, Child Protection etc.)

Full name: DSL Signature:

Date:

Ready map

Older child



Older Child Body Map

Appendix B: Example of a Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or Deputy DSL (Details of which are below)

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must speak to the DSL or Deputy DSL without delay.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer via MASH on 01709 336080.

The people you should talk to in school are:

Designated Safeguarding Lead: Nikki Turner

Location of office: 1st Floor at the top of the stairs near Humanities

Contact Number: Ext. 135

Deputy Designated Safeguarding Lead: Tanya Morris

Location of office: 1st Floor at the top of the stairs near Humanities

Contact Number: Ext 130

At Clifton Community School we strive to safeguard and promote the welfare of all of our children. The welfare of the child is always paramount.

Appendix C: When to make a referral to MASH

For information about thresholds, see Rotherham Multi-Agency Continuum of Need Guidance and Multi-Agency Threshold Descriptors.

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children's Social Care;
- Concerns of significant harm have risen for a child receiving a service as a Child in Need;
- Further concerns have arisen of increased or additional risk to a child currently subject to a Child Protection Plan;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer Significant Harm;
- An unborn child may be at risk of significant harm – for more information see Safeguarding Unborn and Newborn Babies Procedure and Concealment and Denial of Pregnancy Procedure;
- A non-mobile infant sustains any injury - the presence of any bruising, of any size, in any site should initiate a detailed examination and inquiry into its explanation, origin, characteristics and history, and the child should then be referred to MASH;
- A baby or child or young person is not meeting appropriate developmental milestones or they appear to have faltering growth – for more information see Safeguarding Children at Risk Due to Faltering Growth Procedure;
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a Police Protection Order;
- Concerns have arisen for a child who is the subject of a Supervision Order or Care Order;
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see Practice Guidance: Significant Harm - The Impact of Abuse and Neglect for more information;
- There are concerns that a child or young person is being sexually exploited - for more information see Safeguarding Children and Young People from Sexual Exploitation Procedure;

- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see Safeguarding Children and Young People who go Missing from Home and Care;
- There are concerns a child may be harmed because of use of technology or social media – for more information see E-Safety: Safeguarding Children Exposed to Harm through the Digital Media;
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see Persons who Pose a Risk to Children Procedure);
- A child is being denied access to urgent or important Medical Assessment or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness (see Safeguarding Children in Whom Illness is Fabricated or Induced Procedure);
- A child is at risk of being subjected to illegal procedures, for example:
 - *Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure;
 - *Safeguarding Children and Young People from Forced Marriage Procedure;
 - *Safeguarding Children and Young People from Honour Based Violence Procedure;
 - *There are grounds for concern that a person may be a victim of human trafficking (see Safeguarding Children who may have been Trafficked from Abroad Procedure and National Referral Mechanism: guidance for child first responders (Home Office, August 2013)).
 - *A child is at risk or vulnerable to being drawn into terrorism and for more Information see Supporting Children and Young People Vulnerable to Violent Extremism Procedure;
 - *A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through Domestic Abuse (see Safeguarding Children at Risk because of Domestic Abuse Procedure);
 - *A child is at risk of being harmed because of concerns about their parents' mental health see - Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure;
 - *Either an adult or a child makes allegations of non-recent abuse, for more information see - Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure;
 - *A child has harmed another child (which may be a single event or a range of ill treatment), which is generally referred to as 'peer on peer abuse' see Abuse by Children and Young People Procedure.

AJE/NTU July 2020

Appendix D: COVID-19 Addendum A

Clifton Community School



COVID-19 school closure arrangements for Safeguarding and Child Protection

Policy owner: Nikki Turner

Date: 20th March 2020

Date shared with staff: 1st April 2020

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Wickersley Partnership Trust Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

1. Context
2. Vulnerable children
3. Attendance monitoring
4. Designated Safeguarding Lead
5. Reporting a concern
6. Safeguarding Training and induction
7. Safer recruitment/volunteers and movement of staff
8. Online safety in schools and colleges
9. Children and online safety away from school and college
10. Supporting children not in school
11. Supporting children in school
13. Peer on Peer Abuse
14. Support from the Multi-Academy Trust

Key Contacts

Role	Name	Email
Designated Safeguarding Lead	Nikki Turner	nturner@cliftonschoo.org
Deputy Designated Safeguarding Lead	Tony Hardcastle	thardcastle@cliftonschoo.org
Headteacher	Tony Hardcastle	thardcastle@cliftonschoo.org
Trust Safeguarding Manager	Andy Jessop	ajessop@wickersleypt.net
Chair of Governors	Anna Lidster	alidster@cliftonschoo.org

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

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

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

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

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

School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Nikki Turner.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent. We will keep in contact with this child and family via regular email or phone call contacts.

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

We will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance Monitoring

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

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

To support the above, we will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, We will notify their social worker.

Designated Safeguarding Lead

Clifton School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Nikki Turner

The Deputy Designated Safeguarding Lead is: Tony Hardcastle

The Safeguarding Manager is: Tanya Morris

Our trained DSL, Deputy DSL or Safeguarding Manager will be available to be contacted via phone or online video. A senior leader will assume responsibility for coordinating safeguarding on site. This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college. All staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting A Concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead on nturner@cliftonschoool.org or tmorris@cliftonschoool.org. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should contact the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: alidster@cliftonschoool.org

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

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

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

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

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

Safer recruitment/volunteers and movement of staff

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

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

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

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. Clifton Community School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

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

Online safety in schools and colleges

Clifton Community School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

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

Children and online safety away from school and college

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

Online teaching should follow the same principles as set out in the WPT code of conduct. We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things staff are asked to consider when delivering virtual lessons, especially where webcams are involved:

- No one to one lessons, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.

Supporting children not in school

Clifton Community School is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made. The communication plans can include; remote contact, phone contact, home visits. Other individualised contact methods should be considered and recorded. We will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers are aware of this in setting expectations of student's' work where they are at home.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and where appropriate, recorded on CPOMS.

Supporting children in school

Clifton Community School is committed to ensuring the safety and wellbeing of all its students. We will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety. The school will refer to the government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Where we have concerns about the impact of staff absence such as our Designated Safeguarding Lead or first aiders we will discuss them immediately with the Multi-Academy Trust and put appropriate provision in place.

Peer on Peer Abuse

We recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where the school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy. The school will listen and work with the young person, parents/carers and any multi agency partner required to ensure

the safety and security of that young person. Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Support from the Multi-Academy Trust

The WPT Central Safeguarding Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction. The WPT will also provide regular group and individual supervision sessions. This may take the form of an online meeting.

Appendix E: COVID-19 Addendum B

Safeguarding Addendum B (May 2020) during COVID-19 Transition

New documentation: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers response to the expected return back to schools on June 1st 2020.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

In the light of new national safeguarding guidance issued to schools on 20.05.20 Clifton Community School has revised and updated its safeguarding policy.

The statutory guidance 'Keeping Children Safe in Education' remains in force and reminds all employees of their safeguarding responsibilities. Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with an appropriate safeguarding induction.

Clifton Community School recognises the impact of 'lockdown' and the associated social isolation this has brought to students and their families and that new safeguarding issues and concerns may arise as students return back to school. All staff in school will be vigilant as children return and promptly report any issues through the appropriate channels ie: vigilant to changes in a student's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. Those staff with specific safeguarding and pastoral responsibilities will continue to have additional dedicated time to ensure the welfare and safety of all students. School will utilise advice, guidance and resources from other welfare agencies to support students' mental health and well-being.

The school will signpost students experiencing mental health and wellbeing issues to the appropriate support partners and is committed to raising the awareness of the key signs and indicators of mental health and wellbeing with all staff.

The school recognises the vital role that the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) plays in school and we will have at least one safeguarding officer and a DSL on site at all times on a rota basis. The contact details for the safeguarding team are below:

Nikki Turner (DSL) - 07725313256 or nturner@cliftonschoo.org

Tony Hardcastle (DDSL) - 077382239 or thardcastle@cliftonschoo.org

Tanya Morris (Safeguarding Manager) - 07799260026 or tmorris@cliftonschoo.org

Where any of the above are not available staff can contact: Andy Jessop - Executive Improvement Partner for WPT on 07827 420424 or ajessop@wickersleypt.org

The onsite education of vulnerable students will continue in circumstances where school, parents/carers and social care, following a detailed risk assessment, feel that their needs will be met more safely in school. It is the school's expectation that, where it is safe to do so and where attendance is appropriate, vulnerable students will be educated in school. This will not necessarily be a for a full day and the timetable will be agreed in advance with all parties.

This Addendum will be communicated to all employees in the school, so they can be familiar with the new guidance and procedures.

When our school is recruiting new staff, we will continue to follow the relevant Safer Recruitment processes including all checks and risk assessments, inline with 'Keeping Children Safe in Education' guidance.

The school will develop a checklist for good practice to support teachers delivering online lessons. The school accepts that there is no obligation for teachers to deliver virtual lessons from home, but should they choose to do so teachers must maintain strict professional standards. This will include using an appropriate platform, maintaining professional dress and presentation, ensuring a neutral background, avoiding members of their own family entering into the camera view, staff should only contact children during normal school hours, or at times agreed by the school leadership team, talking to students regularly about the benefits and risks of the online world etc. Please note this list is not exhaustive.

Further advice is available from the NSPCC learning, Safer Internet and Gov.uk websites;

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

<https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Clifton Community School will continue to protect students by working together with other local welfare partners and respond to any changes in Local Safeguarding Partnership procedures.

Previous revised safeguarding procedures introduced in Addendum A (March 2020) will remain in place including; the whistleblowing policy, online safety for students who are remote learning from home and ongoing welfare checks for vulnerable students - preferably speaking directly to the student face to face (appropriately socially distanced), by phone or video link.

Clifton Community School

Nikki Turner