Marshalls Park Academy

Safeguarding Policy
September 2023

Introduction

Safeguarding policy statement : Marshalls Park Academy promotes a child centred and coordinated approach to safeguarding within a culture of recognition that 'It could happen here'. Believing that awful things can happen here – by our community, towards our community – is hard; but it is the very essence of safeguarding.

'Keeping Children Safe in Education' September 2023 states **:**

What school and college staff should know and do

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance 'Working Together to Safeguard Children'.

2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

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

4. Safeguarding and promoting the welfare of children is defined for the purposes of KCSIE guidance as:

• protecting children from maltreatment;

• preventing impairment of children's mental and physical health or development;

• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

• taking action to enable all children to have the best outcomes.

5. Children includes everyone under the age of 18.

('Keeping Children Safe in Education' document – September 2023)

This MPA Safeguarding Policy is for all staff, parents, trustees, volunteers and wider school community. It promotes the safeguarding arrangements for the Trust. It should be read in conjunction with a range of other policies which are listed at the back of this document.

This policy has been written with regard to KCSIE September 2023, and the NSPCC 'writing safeguarding policies' guidance (December 2019), which asks the following questions :

- *What are the potential risks to children - who may pose a risk? What situations may increase risk?*

- *How do you make sure the people who work or volunteer for your organisation are suitable to do so?*

- *What are the different ways someone might raise a concern about a child's wellbeing?*

- *How should you respond to concerns or allegations of harm that have happened within your organisation?*

- *How does this overarching policy statement link up with your more detailed child protection procedures?*

- *How will you make sure everyone involved with your organisation is aware of how to spot and respond to child protection concerns?*

Statutory Framework

Section 175 of the Education Act 2002 places a statutory responsibility on the Trustees to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

We have developed the MPA Safeguarding Policy within the context of appropriate procedures and the monitoring of good practice in London are the responsibilities of the BHR Safeguarding Partnership. In Havering, all professionals must work in accordance with the BHR Safeguarding Partnership Multi-Agency Safeguarding Arrangements.

Relevant legislation and guidance documents are listed at the end of this document.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential.

The Trust Board ensures that the policies, procedures and training in our school are effective and comply with the law and local agreements at all times.

It is important that you **know and understand** the roles of people with specific responsibilities for safeguarding, and how to contact them.

At MPA the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are the first point of contact for any safeguarding concern.

The DSL is Judith Jackson, and the DDSL is Nisha Sethi.

Email contact: jacksonj@mpa.swecet.org

or   sethin@mpa.swecet.org

For MPA school employees any safeguarding concern should be logged on CPOMs on the same day as the concern is raised, and in the event of this safeguarding concern being a Child Protection issue (protecting a child who is, or is likely to, suffer significant harm) it must be logged before the end of the school day and <u>raised in person with either the DSL or DDSL</u>.

See Appendix A for more detailed flowchart.

The Teacher Standards (2012) state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. However, this does not just apply to teachers. It is the responsibility of everyone in our school to provide a safe learning environment in which our pupils can learn and develop.

Training and support is available, and it is the responsibility of every adult in the school to complete the appropriate training and seek advice if unsure.

Safeguarding Issues

1. Child Protection : child protection refers to the activity that is taken to protect certain children who are suffering or are likely to suffer significant harm (physical, emotional, sexual, neglect) – please see 'Child Protection Training Presentation'
2. Attendance & Punctuality : poor attendance is proven to be a significant contributor to pupil under performance both academically, socially and emotionally – see separate policy document
3. Behaviour & Bullying : all pupils are entitled to access their education in a safe and nurturing environment which recognises achievement and sanctions poor behaviour, but also provides the appropriate support mechanisms for young people who may be displaying challenging behaviour – see separate policy document
4. Esafety : the school seeks to embrace the use of modern technology, whilst at the same time managing the risks associated with this for both pupils and staff. Training and education around safety are paramount – see separate policy document
5. Inclusion : access to the curriculum (including the wider curriculum, exams, and cover lessons) for all pupils should be inclusive regardless of special educational needs, social/financial disadvantage, disability and medical conditions – see Inclusion Handbook
6. Managing risk : safer recruitment, allegations against staff, and the safe involvement of visiting adults in school is cohesive and effective – see separate policies for 'Safer Recruitment' and 'Allegations against Staff Policy', and Protocols for Visiting Adults in School Information Sheet.

All of these broad areas are explained in detailed additional policies listed at the back of this policy. This includes additional guidance for staff about actions to take.

Staff need to be aware of the potential need for early help / safeguarding intervention for any of the following situations (more detailed guidance about the topic and actions staff should take are detailed in appendices as listed) :

- Child on child abuse – see separate policy
- Children missing from education (CME) – see Child Protection Staff Training Presentation
- Child sexual exploitation (CSE) – see Child Protection Staff Training Presentation
- Child criminal exploitation (CCE), including 'County Lines' – see Child Protection Staff Training Presentation
- Domestic Abuse -abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional - see Child Protection Staff Training Presentation
- Sexual violence, sexual harassment, upskirting & 'stealthing' – see Child Protection Staff Training Presentation
- Female Genital Mutilation (FGM) & Breast Ironing; Honour based violence (HBV) and Forced marriage – see Child Protection Staff Training Presentation
- Sexting – see Child Protection Staff Training Presentation
- Cyber bullying and inappropriate online communication – see Child Protection Staff Training Presentation
- Children made vulnerable due to being young carers, involvement in the court system, family members in prison, homelessness/housing, experience of domestic violence (DV) and/or domestic abuse, experience of adult mental health difficulties in the home, family circumstance presenting challenges for the child such as drug and/or alcohol misuse – see Child Protection Staff Training Presentation
- Looked after children, adopted children, private fostering and special guardianship orders, children returning to home from care – see Child Protection Staff Training Presentation
- Prevention of radicalisation – see Child Protection Staff Training Presentation
- Self harm, harmful sexual behaviour (HSB), drug and/or alcohol misuse – see Child Protection Staff Training Presentation
- Pupils with disability and/or special educational needs, or with medical conditions that impact on their wellbeing, or pregnancy – see Child Protection Staff Training Presentation
- Financial and / or social deprivation – see Child Protection Staff Training Presentation
- Children who frequently go missing from care or home – see Child Protection Staff Training Presentation
- Children at risk of modern slavery, trafficking or exploitation – see Child Protection Staff Training Presentation
- Children with mental health difficulties, including anxiety – see Child Protection Staff Training Presentation
- Children presenting challenging behaviours (including bullying, homophobia, racism, sexism) whose behaviour may be linked to underlying safeguarding issues – see Child Protection Staff Training Presentation

- Children who may be experiencing bullying / lack of self esteem / lack of emotional resilience – see Child Protection Staff Training Presentation
- Child-on-child abuse - staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online - Child Protection Staff Training Presentation
- Serious violence - staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime - Child Protection Staff Training Presentation

Procedures

All MPA staff members have a duty to identify and respond to safeguarding issues, including suspected / actual abuse or disclosures.

What all staff members and visitors (facilitated by the staff member responsible for them) must do :

1. Report a potential child protection issue **immediately (ALWAYS before the end of the school day) in person to the DSL or DDSL** as well as on CPOMs .
2. Report any safeguarding issues that do not present a risk of immediate harm via CPOMS before the end of the day.
3. If the member of staff continues to have concerns about a child, and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with DSL/DDSL, logging this on CPOMs.

Safeguarding posters are displayed around school to signpost other members of staff who can be contacted in the event of the DSL & DDSL being unavailable.

What will happen next?

1. Where there is risk of immediate harm, concerns will be referred by the DSL/DDSL by telephone to the MASH team and / or the Police in the first instance.
2. Less urgent concerns or requests for support will be referred by the safeguarding team (at the request of the DSL/DDSL) to the MASH (Multi Agency Support Hub) team or to Early Help using the MARF form (Multi Agency Referal Form).

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the MASH team and / or Police for advice on when to share information with parents/carers.

Training & Awareness

The DSL and DDSL undertake Level 3 Child Protection training with the NSPCC at least every two years. They also attend the EWASS safeguarding training.

The Headteacher, all staff members, and governors receive appropriate safeguarding and child protection training which is regularly updated and in line with advice from the

[BHR Safeguarding Partnership.](#) Records for any child protection training undertaken is kept centrally by the Headteacher's P.A.

The school ensures that the DSL & DDSL also undertake training in inter-agency working and other matters as appropriate.

Pupils

Pupil awareness of the importance of safeguarding and ways of keeping safe : the school has developed a comprehensive PSHE (Personal, Social, Health Education) and SRE (Sex and Relationships Education) curriculum to educate pupils so that they can make informed choices, recognise and report abuse, and know how to access support and further information.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must NEVER guarantee confidentiality to anyone about a safeguarding concern (including to parents, carers or pupils) or promise to keep a secret.

Information on individual child protection cases may be shared by the DSL/DDSL with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so. Staff MUST keep this information confidential, ensuring that written information is stored out of sight of others (whether on paper or digital), and that no verbal discussion about it can be overheard by anyone outside those identified by the DSL/DDSL.

Records and Information Sharing

Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Our online school privacy notices accurately reflect our use of data for child protection purposes.

CPOMS entries will give the date, time and location of an incident or disclosure (including a body map if appropriate).

What are the risks staff need to be aware of when managing information?

- From the moment a child starts to speak about a potential disclosure the adult must be mindful of the TED approach ('Tell me', 'Explain' , 'Describe') – this is to avoid asking any leading questions or in any way compromising the content or record of what the child says.
- The child's words should be recorded verbatim. No adult opinion should be entered – factual description of the pupil's presentation (i.e. crying, shaking, shouting) should be included.
- Staff need to be mindful of who they are speaking to. If a person offers or seeks information, either physically, on the telephone, or by digital means about a child, the member of staff must be sure that the person is a listed contact on Sims. If this is not the case it should be referred to the DSL/DDSL and no information given. Verification for genuine external personnel such as social workers is checked by the safeguarding team before information is shared.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file) or on the CPOMs system. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked confidential and for the attention of the receiving school's DSL, with a return address on the envelope so that it can be returned to us if they go astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where a pupil joins our school we will request child protection records from the previous educational establishment (if none are received).

It should be noted that the school welcomes the potential for the Operation Encompass initiative to provide additional information sharing from the Police following incidents of domestic abuse; the school will always provide immediate support to a child in the school environment if the child is the subject of a referral from Operation Encompass.

Interagency working

The DSL will ensure that the school is represented at, and that a report is submitted to, any Child Protection conference called for children on the school roll or previously known to them. Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If the child is subject to a Child Protection (CP) or Child In Need (CIN) plan, the DSL will ensure the child is monitored regarding their school attendance, emotional wellbeing, academic

progress, welfare and presentation. If the school is part of the core group , the DSL will ensure the school is represented, provides appropriate information, and contributes to the plan at these meetings. Any concerns about the CP Plan, and or the child's welfare, will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child's keyworker immediately and the record that they have done so and the actions agreed.

In the same way, the DSL will ensure that the school is represented appropriately at other inter agency meetings such as Strategy Meetings and TAF (Team around the Family) meetings.

Allegations about members of the workforce

All staff are made aware of the boundaries of appropriate behaviour and conduct through the Trust Code of Conduct.

The school works in accordance with statutory guidance and the SET Procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET Procedures provides detailed information on this.

Any concerns about a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the DSL, as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.

If the concern was to involve the Headteacher, it should be direct to the Chair of the Board.

SET procedures require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of the Board, must inform the duty Local Authority Designated Officer (LADO) in the Local Authority within one working day. However, wherever possible contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does NOT carry out any investigation before speaking to the LADO. The LADO can be contacted on 01708431653.

Promoting Positive Mental Health & Resilience in School

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Marshalls Park is committed to developing the emotional wellbeing and resilience of all pupils and staff, as well as providing specific support for these with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

Central to our success in this area is working in partnership with parents to support the wellbeing of our pupils. Parents should share any concerns about the wellbeing of their child with school, so appropriate support and interventions can be identified and implemented.

In addition, we work with the School Wellbeing Service to ensure that staff are well trained and regularly updated regarding wellbeing matters.

Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct & Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on : 08000280285 (line available from 8am-8pm, Monday to Friday) or email at help@nspcc.org.uk .

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on 08088005000 (24 hour helpline) or email help@nspcc.org.uk .

This Safeguarding Policy is stored on the school website for open viewing.

Further Safeguarding & Child Protection information can be found in the following documents :

Keeping Children Safe in Education 2023 : statutory guidance for schools and colleges (DfE) Part One (also referred to as KCSIE)

Abuse

What to do if you're worried a child is being abused – DfE advice

Domestic abuse: Various Information/Guidance - Home Office (HO)

Faith based abuse: National Action Plan - DfE advice

Relationship abuse: disrespect nobody - Home Office website

Bullying

Preventing bullying including cyberbullying - DfE advice

Preventing and Tackling Bullying, DfE advice

Children missing from education, home or care

Children missing education - DfE statutory guidance

Child missing from home or care - DfE statutory guidance

Children and adults missing strategy - Home Office strategy

Children with family members in prison

National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

Trafficking: safeguarding children - DfE and HO guidance

Drugs

Drugs: advice for schools - DfE advice

Drug strategy 2017 - Home Office strategy

Information and advice on drugs - Talk to Frank website

ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

"Honour Based Abuse" (so called)

Female genital mutilation: information and resources- Home Office guidance

Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

Health and Well-being

Fabricated or induced illness: safeguarding children - DfE, DH, HO

Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England

Medical-conditions: supporting pupils at school - DfE statutory guidance

Mental health and behaviour - DfE advice

Homelessness

Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Online

Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety

Private fostering

Private fostering: local authorities - DfE statutory guidance

Radicalisation

Prevent duty guidance- Home Office guidance

Prevent duty: additional advice for schools and childcare providers - DfE advice

Educate Against Hate website - DfE and Home Office advice

Prevent for FE and Training - Education and Training Foundation (ETF)

Upskirting

Upskirting know your rights – UK Government

Violence

Gangs and youth violence: for schools and colleges - Home Office advice

Ending violence against women and girls 2016-2020 strategy - Home Office strategy

Violence against women and girls: national statement of expectations for victims - Home Office guidance

Sexual violence and sexual harassment between children in schools and colleges - DfE advice

Serious violence strategy - Home Office Strategy

NSPCC - www.nspcc.org.uk

APPENDIX

These appendices are for additional information – some are additional policies in their own right, others are explanations in greater depth for staff to use on specific circumstances. They are collated here as a single point of reference for staff.

Appendix number	Document	Stored
	KCSIE Sept 2023 Part One	Safeguarding hub
Appendix A	Logging a CPOMS entry Flow Chart	Safeguarding hub
Appendix B	Prevent Referral Flowchart	Safeguarding hub
Appendix C	Covid 19 Policy Adjustments (31.03.20)	Website / hub

Other policies and documents that are referenced are :

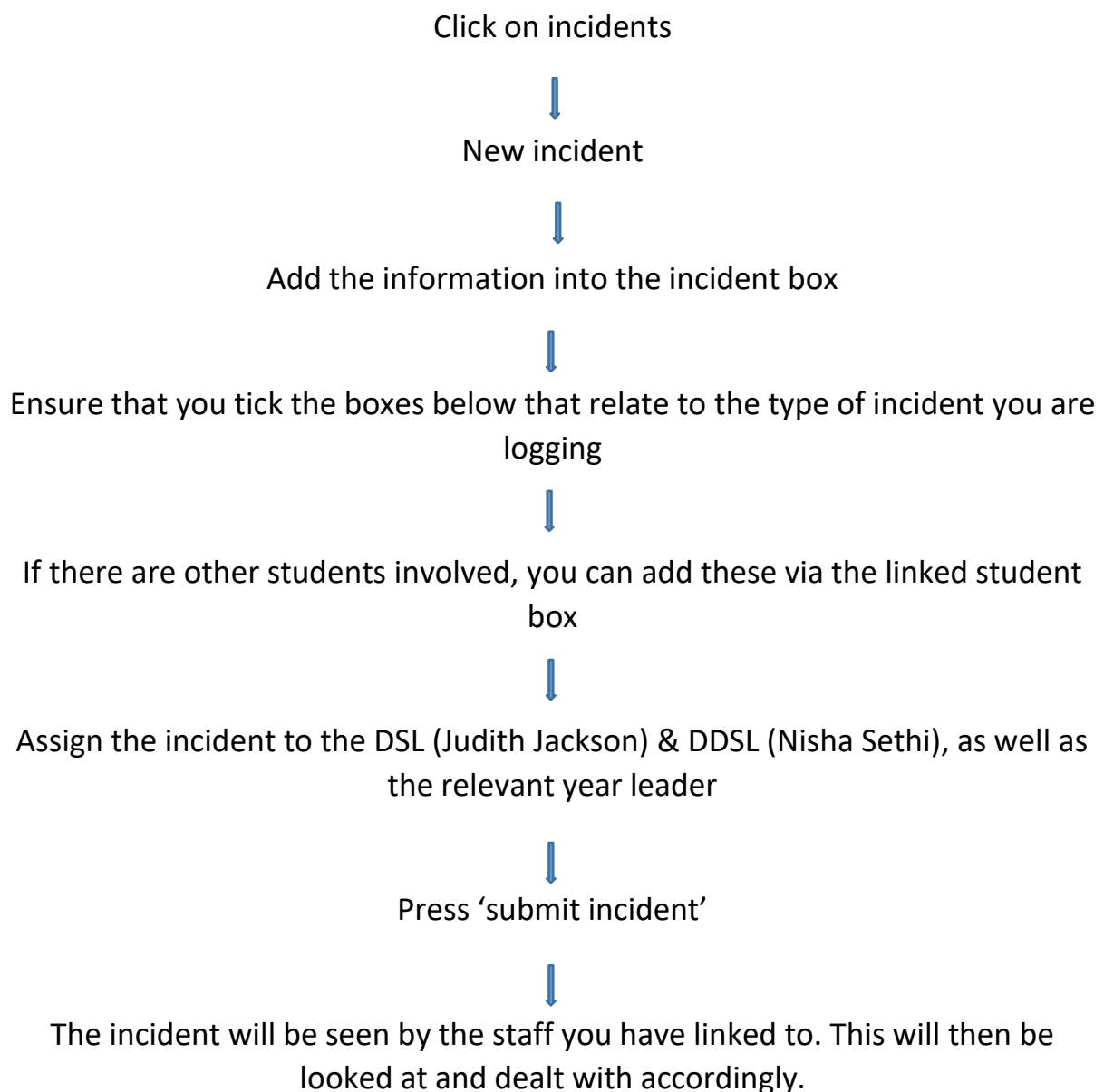| POLICY	Stored
Child Protection Training presentation	Safeguarding Hub
Peer on Peer Abuse Policy	Safeguarding Hub
Attendance & Punctuality Policy	Safeguarding Hub Website
Behaviour & Anti Bullying Policy	Safeguarding Hub Website
ESafety Policy	Safeguarding Hub
Safer Recruitment Policy	Safeguarding Hub
Allegations against Staff Policy	Safeguarding Hub
Whistleblowing Policy	Safeguarding Hub
SEND Policy	SEND Hub Website
Pupil Premium Policy	SEND Hub Website
Accessibility Plan	Safeguarding Hub Website
Medical Support Handbook Medical Support Guidance for Parents	Safeguarding Hub Website
SWECET Code of Conduct for Staff	https://portal.swecet.org/hr-home/policies/
Records and Information Sharing Protocols	Safeguarding Hub

Appendix A – Logging an incident on CPOMs

When a safeguarding concern is noted by a member of staff the following action should be taken, by the end of the school day (and immediately and also in person to the DSL/DDSL if the concern is a *child protection* issue).

Log on to CPOMS ➡ You will be taken to the dashboard ➡ Find the quick student search ➡

Add the pupil's name ➡ You will see the pupil details, please click on their name ➡

You will be taken to the pupil's page.

See the flow chart below

Click on incidents

⬇

New incident

⬇

Add the information into the incident box

⬇

Ensure that you tick the boxes below that relate to the type of incident you are logging

⬇

If there are other students involved, you can add these via the linked student box

⬇

Assign the incident to the DSL (Judith Jackson) & DDSL (Nisha Sethi), as well as the relevant year leader

⬇

Press 'submit incident'

⬇

The incident will be seen by the staff you have linked to. This will then be looked at and dealt with accordingly.

Appendix B – Prevent Referral Flowchart

Safeguarding concerns about extremism or radicalisation are discussed with the Children and Families Hub. Where there is a radicalisation risk, a referral to channel Panel may be required (school will be advised if so). A 'Vulnerable to radicalisation' referral form to be completed and sent to Metropolitan Police Service (MPS).
Referrals received by MPS – MPS gather information to provide to partners to enable them to check their own records
MPS assess risk and liaise with local authority PREVENT Lead
Prevent Adult Lead to review the referral for adults Prevent Children and Families Lead to review for children
Prevent coordinator to make checks on local authority case management system and formally request information from partners on Channel Panel and/or other agency as required
Agencies / partners return information to the Police via Prevent secure email – information is provided to Police by the Prevent Lead for Education
MPS risk re-assess and decide with Channel Chair whether Channel Panel required – school to be invited to attend if appropriate

Appendix C

Appendix C – Covid 19 Policy Adjustments

School Safeguarding and Child Protection COVID 19 - Policy adjustments (31/03/2020)

Safeguarding and the best interests of the children in our care must continue to come first. This document sits alongside the following existing school policies.

• SWECET Safeguarding Policy

• Whistleblowing Policy

• Code of conduct (and any associated acceptable use agreements)

KCSIE, Keeping Children Safe in Education 2023 continues to be the key statutory guidance.

The new arrangements provided by schools during this time must continue to be a safe place for all children attending. Children not attending school during this time must also be safeguarded, including online, the school must action any concerns brought to them.

It is important that all staff and volunteers are aware of this policy adjustment, and are kept up to date as it is revised.

• This document has been shared with all staff and volunteers

• This document is available on the school web site policy page

DSL and Team Each school / Childcare provision must have a DSL or team member in school or available to staff every day. DSL and team members may use DSL and team members from other Havering schools for support and supervision if necessary.

DSL and team members must make sure they have Havering key contact information available to them at home.

DSL or team contact can be by phone or other digital means such as Skype. GDPR and confidentiality must be strictly applied. Staff members should take particular care when making calls, holding or attending meetings from their home.

DSL or team member, or SLT member on site (where remote updating is not possible) should keep safeguarding and child protection records up to date with any concerns, contacts or issues.

Staffing

Schools are open as a different provision during this period; staff numbers are reduced. Staff on site must come from the school workforce and all vetting and DBS checks must be in place. Volunteers should not be used. If schools come together to provide Hub services the staff at a hub may be drawn from the combining schools and the same vetting and DBS conditions apply. A DBS issued by a Havering school or child care provision will be transferrable to another school during this period.

Each school must have a first aider on site each day. This can be shared between schools when on the same site.

Every school open during this period will keep a daily register of all staff on site, this includes those attending for part of a day. This will be retained by the school/hub. This is in addition to the required school return to DfE listing children in school each day.

Staff on site must know the emergency procedures for:

• Fire evacuation – although staff and pupil numbers are low the lists of those on site should be on hand to check

• Site evacuation – schools should check that their external place of refuge is still available. This would be a very unusual and exceptional circumstance, but a place of safety should be identified.

• Internal lockdown – staff and children are likely to be spending time in an area of the school that is not as familiar to them. Staff should identify internal locations where they could seek safety with the children in the event of a lockdown.

Safeguarding and Child Protection record keeping

If children move from their school to a hub provision at another school the DSL/team member should contact the DSL/team member at the Hub school to make them aware of a current safeguarding/child protection case, and ensure contact details for the child, family and professionals working with the child are shared. If appropriate parts of the CP record should be shared with the DSL/team at the Hub school. Confidentiality must apply. When schools reopen all records from a Hub school must return to and be incorporated into the main child protection record at the host school and DSL to DSL briefing meetings will ensure a clear handover for each child where there have been ongoing or new concerns during this period. The Hub school should not retain any record for children other than their own.

Safeguarding and Child Protection processes

MASH, Social Care and LAC team have issued revised arrangements

MASH

All referrals will be responded to as usual. Partners are not physically located in the MASH and are working together but remotely.

Social Care operating protocol COVID 19 (extract)

This protocol will be reviewed on a daily basis and will be subject to change.

Core response team: There is a Social Care core team available each day to respond to statutory requests for services – CIN / CP / LAC. This will be at least 8 social workers, with an additional 8 staff in reserve.

Statutory meetings: All meetings should be undertaken by skype video conferencing where possible to avoid physical contact.

Visits to children: Where Looked after Children are placed 20 miles or more, social workers and their managers will make the determination whether a skype call (or similar) may be more appropriate at the time of the scheduled visit. Social Care will review this weekly to ensure children are appropriately safeguarded and their welfare needs are met. Children on CP plans / CIN / LAC have been RAG rated according to risk and need. Frequency of visits and telephone / skype are being agreed by the team.

Responding to Child Protection enquiries: Responding to S.47s this is business as usual.

Child Protection Conferences and Looked after Child reviews (LAC) (Extract)

Conduct of Conferences: Minimise meetings and unnecessary direct contact. Chairs will invite professionals, parents and the Minute taker to join the Conference by telephone call or Skype, 19 | P a g e which will be pre-arranged by the Chair and Business Support Officer (BSO). The Chair will make the decision whether to hold one virtual meeting or several over no more than 3 days to obtain the views of the parent(s) and professionals.

Conduct of Looked after Reviews: Aim to hold LAC reviews but it will be a paper review utilising conference calls / Skype with professionals, carers, families and child (ren). This may not take place in one meeting but several over no more than 3 days. Attempts will be made by the Independent Reviewing Officer (IRO) to speak with the child via skype / telephone dependent on their age, maturity and capability.

IROs will schedule the next LAC review in line with statutory expectations with a view to when the crisis has subsided, at the earliest date, consideration is given on the merits of the review date being brought forward to allow for a full and more comprehensive review can be undertaken.

Keeping in touch with vulnerable children not in school

Vulnerable children, those with a social worker, not in school should be contacted twice weekly as agreed with Parent / Carers and Social Care. This can be by phone or skype for example. This keeping in touch calling could be undertaken by DSL/Team/Pastoral staff who are working from home.

Planned visits to children will alter over time and will be affected by Government requirements for everyone to remain in their homes.

Additional vulnerable children, identified by the school, should be individually risk assessed to decide on type and frequency of contact.

Contact details for parents and carers, and additional emergency contact numbers should be kept up to date.

Schools working in clusters or hubs

The school acting as a hub must

• continue to provide a safe environment

• ensure incoming staff have been appropriately checked – DBS is transferable, the HT or SLT of the partner school must provide written assurance that recruitment and vetting procedures have been followed for all staff working at the hub.

• For incoming children have access to the child's

o EHC

o CiN or CP plan

o PEP for LAC

o Social worker details

Reporting concerns about children (face to face or via phone, skype or similar)

All staff, in school or working from home must understand how to raise a concern. This should be immediate reporting to the DSL / Team using existing school processes. Staff could (face to face or digitally)

• Talk to a DSL/Team member if they are in school

• If DSL/team are not in school go to the SLT member in school; additionally contact the DSL or team member by phone, skype or similar

• Use counselling / pastoral / ELSA practitioners to support a disclosure in school if the DSL/team are not on site.

In school safeguarding and child concern procedures remain the same unless the DSL and team have identified process changes needed during this period to ensure concerns can be raised and logged in school and from home. Any changes to process will be communicated with all staff, in writing. The school will check to make sure all staff have read and understood the process change.

All types of risk and harm will sadly continue, it is important that COVID 19 does not overshadow and stop staff from seeing harm and identifying and raising concerns.

If a school is informed through disclosure or second hand information that peer on peer abuse is alleged, the safeguarding process must be followed.

Reporting concerns about adults working with children

Whistleblowing and Managing Allegations processes must continue to be followed if there are any concerns about the conduct or behaviour of an adult in a school/Hub or online. If the Headteacher of the school/Hub cannot be contacted the concern can be taken straight to the LADO. If the concern is about the Headteacher of the school/hub this should be taken straight to the LADO.

DSL Training, Staff Training, Interim induction arrangements

The required DSL and team training every 2 years may lapse during this period of school closure. The DSL and team must ensure they have opportunities to keep up to date with risks and issues. This may be through safeguarding newsletters or online training. Training can be updated when schools open and face to face DSL and multi-agency support becomes available again.

Current staff will have attended at least annual whole school training or in year catch up events as part of induction or return to work. If new staff are taken on during this period they should read KCSIE part 1 as part of their induction. Online training opportunities may be used to supplement induction.

Mental Heath

Where the school provides support for children of critical workers and vulnerable children on site and at home, appropriate support for their mental health and well-being should be in place, this can be an extension of the existing provision in the school. It may, for example, be delivered in school, over the phone or from specialist staff or support services.

Key contacts, national and local guidance School key contacts

Main email address: contact@mpa.swecet.org

DSL Judith Jackson Jacksonj@mpa.swecet.org

Deputy DSL Nisha Sethi sethi@mpa.swecet.org

Emergency contact (eg. for bereavement of close family, mental health crisis episode, eviction by a landlord)

MASH team 01708 433222 (day) 01708 433999 (night)

https://my.havering.gov.uk/Pages/OnlineForms/Multi-Agency-Referral-form.aspx#Information

LADO : Lisa Kennedy e: lado@havering.gov.uk Tel: 01708 431653

Alternative LADO contact for Havering school: Donna Wright 01708 431653

Education: SEN- Sen@havering.gov.uk

Havering Virtual School

Interim Headteacher – Fiona Smith – fiona.smith@Havering.gov.uk

Havering School Nursing - NELFT NHS Foundation Trust - 0300 555 1200

Child Protection Officer for Education - 01708433842

• KCSIE Keeping Children safe in Education 2023
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2021

• DfE Coronavirus (COVID-19): safeguarding in schools, colleges and other providers

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

• DfE Coronavirus (COVID-19): guidance on vulnerable children and young people

https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerablechildren-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-youngpeople

• DfE – Mental Health and Behaviour in schools

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

• General COVID 19 guidance for educational settings

 https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19

• Guidance on maintaining educational provision

https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educationalprovision

• DfE COVID helpline

dfe.coronavirushelpline@education.gov.uk 0800 046 8687, Monday to Friday 8am to 6pm, and 10am to 4pm at weekends.

This number is for schools and parents, schools should be ready to quote their DfE number.

• HES Hub COVID 19 guidance http://www.hes.org.uk/Page/16925

•   Havering   Safeguarding   Partnership   (formerly   the   Havering   LSCB) https://www.havering.gov.uk/info/20083/safeguarding_children

NSPCC, Undertaking remote teaching and learning safely

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