

# Hedgewood School

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## SAFEGUARDING/CHILD PROTECTION POLICY AND PROCEDURES

### Introduction:

This policy sets out how the Governing Body of Hedgewood School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002. It forms part of a wider group of policies around safeguarding children and puts the best interests of the child at the heart of a child centred and co-ordinated approach to safeguarding, ensuring inter-agency working and sharing of information is timely and effective. Hedgewood School as a relevant partner works with the Hillingdon Safeguarding Children Partnership Arrangements and NPCC -When to Call the Police Guidance.

Safeguarding and promoting the welfare of children is defined in guidance from Keeping Children Safe in Education (Sept 2020) 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
- Taking action to enable all children to have the best outcomes

This policy applies to all staff (teaching and non teaching), governors and volunteers, temporary and supply/visiting staff working in the school. Promoting the welfare and safeguarding of children is everyone's responsibility. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted which inspects safeguarding policy arrangements as part of the school's Leadership and Management.

The governors and staff of Hedgewood are acutely aware of the extra vulnerability of our pupils and this practical concern is amplified further when a pupil goes into Child Protection or Child Looked After status. All school staff will have an awareness of looked after children and will receive appropriate training to deal with concerns. Detail of the role of the virtual school and use of pupil premium will be outlined to appropriate staff.

Safeguarding children with SEN and especially autism is more complex than for the mainstream population. At Hedgewood we are aware of these additional challenges. Our staff training, including regular workshops, questionnaires and online resources ensures ALL staff will have a current working understanding of Safeguarding reporting, protocol and practice, including training on responsibilities of The Prevent Duty, Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) and Children Missing in Education and have the confidence to use school protocols to keep children at Hedgewood safe. Staff receive regular safeguarding updates to provide them with relevant and current skills and knowledge to safeguard children effectively.

Staff at Hedgewood are made aware that some harmful behaviours from adults such as drug taking and alcohol abuse can put children in danger. Other specific safeguarding issues that staff are made aware of will include upskirting, domestic abuse, serious violence, peer on peer abuse, bullying (including cyber bullying), and sexting.

**Key documentation for this policy:**

**Keeping Children Safe in Education September 2020 (including Early Help Assessment)**

**Working Together to Safeguard Children 2018**

**The Children and Social Work Act 2017**

**Hillingdon Safeguarding Children Partnership Arrangements (2019)**

**The Prevent Duty June 2015**

**Government and Multi Agency Guidance on FGM 2015**

**British Values 2015**

**Child Sexual Exploitation-Definition and Guide February 2017**

**Aims:**

- To ensure that there is a strong safeguarding culture within Hedgewood School
- To ensure that all necessary internal and inter-agency child protection procedures are in place as required
- To be committed to identifying children and families who would benefit from Early Help. We use the Early Help Assessment to provide targeted early help services to address the needs of a child and their families and to significantly improve the outcomes for the child.
- To give full training, regular updates and guidance to staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

## **Principles:**

This school recognises its responsibility, and is committed to, protect and safeguard the welfare of all of our children and young people who are entrusted to its care by establishing a safe environment in which children can learn and develop. The Governing Body and staff recognise that children with SEN face additional safeguarding challenges and recognise communication barriers and are committed to overcoming these. The policy applies to all children whose care and education comes within the remit of this school.

The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk and communicate, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, to ensure all pupils gain a sense of being respected and valued.

At Hedgewood School we support our pupils to develop their self, self -knowledge, self -esteem and confidence. We encourage pupils to show respect and tolerance of others and develop understanding of right and wrong to fully promote fundamental British values, the rule of law and individual liberty. Understanding the social and communication needs of our pupils is paramount in supporting this through our adapted curriculum especially in PSHCE and through SMSC.

We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant. Our school culture is one where pupils and staff feel safe and are treated with respect rather than criticism. This will help our staff to feel confident in reporting concerns to line managers and Lead Designated Safeguarding Lead and Deputy Safeguarding Leads.

The school recognises its responsibility to discuss with Social Care/ Social Services any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, possibility of radicalisation, sexual exploitation and reporting awareness of known Female Genital Mutilation or risk of FGM taking place in accordance with Hillingdon Safeguarding Children Partnership Arrangements. Hedgewood has robust systems to address a child missing from education and are alert to the potential risks that may be posed by prolonged or repeated pupil absence. The school realises its responsibilities to attend any child protection conferences, initial, review, and core group meetings and child in need conferences that may be called. All staff will receive appropriate training to ensure that correct procedures are followed.

This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Education

Welfare Service, Educational Psychology Service, Social care and other agencies/services coming into school to support individual pupils/groups of pupils.

Effective assessment of the need for early help is used to identify what help a child and family may require to prevent needs escalating to a point where intervention would be needed via a statutory assessment. The Early Help Assessment will be undertaken by a lead professional who will provide support to the child and family, act as an advocate on their behalf and coordinate support services. School ensures all staff are aware of vulnerable groups in relation to Early Help assessment as outlined in KCSIE 2020.

This school will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the information to parents. The school's child protection policy is made available to parents on request and published on the school website.

The school will ensure it is well informed and up to date with local safeguarding issues through regular meetings with local safeguarding cluster for schools.

\*The principles embedded in this policy link into other policies relating to: Health and Safety, Supporting Pupils with Medical Needs Policy, PSHE, RE, Anti-Bullying, Equality, Special Educational Needs, Confidentiality, Attendance, Racism, Educational visits, E- safety, SMSC, Personal and Intimate Care Policy, Behaviour, Well-being and Safety [including e safety] Policy, Whistleblowing Policy, Acceptable use of ICT and Social Media Policy, RSE Policy to be updated by Spring 2021 in line with government guidelines.

### **The Designated Safeguarding Lead/ Child Protection**

- The Designated Safeguarding Leads (DSL) are members of the Senior Management and Leadership Team, and in this school are:

**Lead DSL: -**

Ms Ayo Akinnola: -Family Support Lead

**Deputy DSLs: -**

John Goddard:- Headteacher

Diane Owens: Deputy Headteacher

Further trained DSL team- Mrs Bryony Smith, Mrs Pearl Greenwald and Mrs Janet Pipe, (Miss Eleanor Penklis - satellite provision)

- The designated Governor for Safeguarding/Child Protection is the Chair of Governors [the vice chair, deputises in the event of his/her unavailability]

- The vice chair is the designated Looked after Children governor.
- The DSL lead will co-ordinate action on child protection within the school alongside safeguarding deputies. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Safeguarding Leads are and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL. Also that they are aware of what happens once a concern has been raised. The DSL safeguarding team will meet on a regular basis to ensure updates and ongoing issues are identified.
- As well as understanding their own role the Lead DSL will have an understanding of the processes, procedures and responsibilities of other agencies, particularly children's social care.
- A member of the DSL Safeguarding Team will attend Local Authority cluster meetings to ensure all updates on best practice and training is utilised.
- Where appropriate the DSL will liaise with the DSL of the school(s) attended by the siblings of the child causing concern.
- The DSL will keep a written record of any actions taken as a result of concerns raised.
- The DSL will ensure that the school's child protection policy is put on the agenda of the Governing Body at least once a year for discussion, monitoring, review and renewal.
- The Governing Body authorises the DSL for Child Protection to carry out their responsibilities as outlined in 'Keeping Children Safe in Education', (September 2020).

### **The Prevent Duty**

The school recognises its duty to protect children from the risk of radicalisation and extremist views. Hedgewood follows the requirements in the Prevent guidance of the four general themes of risk assessment, working with local partners, staff training and IT policies and practice.

At Hedgewood we recognise the vulnerability of not just our pupils but the wider family unit and we are alert to changes of behaviour in our pupils and family dynamics. School Safeguarding procedures take into account local strategies and arrangements of the local Safeguarding Children Partnership and governors and school leaders know when to refer to local Channel panels.

Prevent awareness training is included in Safeguarding training at induction for all new staff and governors and is refreshed at least annually and always when new advice or legislation is published. Appropriate filters on internet access and vigilance on pupil use and understanding of e-safety, protects

exposure to extremist materials. Hedgewood is committed to working with parents to understand the risk of online safety and effective monitoring of their children's use of technologies. The school provides workshops for parents to enable suitable filters to be put in place for home internet use.

### Prevent referral Hillingdon.

A new pilot scheme is operational since May 2020, launched by the Metropolitan Police to streamline the way statutory agencies can report a prevent concern to the police and Multi –Agency Safeguarding Hub (MASH). There is a new National Prevent referral form which is now the only way to submit a concern that someone may be vulnerable to radicalisation or extremism.

Hillingdon has 'Front Door for Prevent' which shares the referral form with both the police and the MASH, to allow safeguarding concerns to be assessed alongside any police risk.

### **Female Genital Mutilation (FGM)**

Female Genital Mutilation is against the law in the UK under Section 5B of the FGM Act 2003, whether performed here or abroad. Hedgewood School recognises that it is **a teacher's mandatory duty to report to the police themselves** where FGM appears to have taken place (October 2015). There are robust safeguarding procedures in place when there is suspicion that FGM may be about to take place. The school ensures ALL staff are trained within safeguarding training to recognise and act upon the wide range of risk factors and groups where there is potential for FGM to take place. If a potential risk of FGM has been identified, this information will be shared between professionals and agencies to ensure that there is ongoing awareness of this risk. The school is aware of all local safeguarding procedures and local and national protocols for liaison with police and children's health and social care.

### **Child Sexual Exploitation (CSE)**

At Hedgewood we acknowledge the importance of recognising that any child can be subject to sexual exploitation and that CSE can take many forms (social media exploitation, peer on peer abuse, sexting). Hedgewood is committed to responding to sexting through developing relationships with parents so that in cases where pupils are using mobile communication equipment, effective monitoring and guidance can be put in place. The school recognizes the need for effective multi –agency working in cases of CSE.

As part of safeguarding training within the school, staff are made fully aware to be alert to an imbalance of power in relationships that our pupils engage in. Children are not able to make informed choices about the appropriateness of relationships when there is coercion, manipulation or enticement.

Enabling our pupils to develop their understanding of what constitutes a healthy relationship and thus empowering them to keep themselves safe, is supported through delivery of our PSHE, Drama and wider curriculum.

Hedgewood recognises the vulnerability of many of our pupils when using technologies and are committed to supporting parents to monitor the internet and online access of their children. Many of our pupils, in particular our autistic community will spend many hours online and school delivers targeted taught sessions to develop our pupils understanding of safe internet usage.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. Staff are made aware that the indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. We are committed to working together to reduce the risk of immediate harm to children and the hidden nature of child exploitation and the complexities involved means we at Hedgewood are always alert to the issue and close observation of children and their behaviours is vital.

Practice for supporting young people at risk of or possibly subject to child exploitation is informed by an understanding of the complexities of child sexual exploitation. We recognise that it is important to avoid language or actions that may lead a young person to feel they are not deserving of support or are in some way to blame for their abuse.

### **Child Criminal Exploitation (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.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

At Hedgewood we ensure we are constantly aware of changes in pupil's emotional well-being to remain alert to any possible indicators of abuse.

## **Child Missing in Education**

Hedgewood has robust and clear procedures for monitoring attendance and responding to absence. Procedures respond to repeated unauthorised absence and school is alert to the risk of abuse or neglect and are committed to improving attendance and reducing potential for future risk.

The school will report poor attendance to the Local Authority Participation Team and will make reasonable enquiries jointly with the Local Authority when there are unexplained absences from school. The school follows statutory duty regulations when informing the Local Authority when a pupil's name is removed from the admissions register at times other than standard transition times in education.

The school responds to unexplained absences on a daily basis, contacting parents for explanation of reasons for absence. If pupils are absent for extended periods (due to ill health away from home, or other explained reasons) even when school has explanation, regular contact is made by school to ascertain recovery time and expected return to school.

## **Mental Health**

All staff at Hedgewood are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Hedgewood have committed to training 3 staff in Mental Health First Aid and through Continuous Professional Development are developing a role for in house counselling services.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## **Peer on peer abuse**

To minimise any risk of peer on peer abuse and in accordance with the needs of our population, pupil interactions are monitored and supervised to promote positive social interaction. As the majority of our pupils are autistic

this is an integral part of each curriculum pathway to ensure that our pupils can keep themselves and their peers safe.

A zero tolerance of any form of bullying sits alongside our strong safeguarding culture which is rooted in mutual respect and trust. Regular staff training in which new guidance, advice or safeguarding refresher is a priority in the school staff development and induction programme.

Our positive relationships with both pupils and families ensure that any young person who has been subject to any form of peer on peer abuse, receives support to know they are valued, believed and their well-being is paramount.

Our family service team work closely with parents to ensure pupils experiences within school enable them to feel safe and know that adults will support them.

We at Hedgewood foster an ethos of positive role models from adults to enable our pupils to interact and communicate with others in a caring and trusting manner. Undesirable behaviour is challenged and pupils are supported to develop positive engagement with others in an environment based on mutual respect and consideration.

**School ensures all staff are aware of any further safeguarding issues as outlined in KCSIE 2020. These include:**

- **serious violence,**
- **domestic abuse, child at risk of harm from witnessing it at home and/or suffer it in personal/intimate relationships**
- **county lines,**
- **upskirting,**
- **contextual safeguarding: the presence of wider environmental factors outside of their families, which may be a threat to a young person's safety or well-being,**

### **Responding and Referring:**

Any member of staff (this includes any supply staff who are briefed on Hedgewood safeguarding procedures on arrival) who has concerns about the safety or potential abuse of a child must report their concerns to the DSL **without delay.**

In accordance with the Hillingdon Safeguarding Children Partnership Arrangements, the agreement of the family for an external referral should normally be sought where possible. **However**, if it is felt that seeking any such agreement would increase the level of significant risk of harm to the child, the matter should be discussed with Social Care/ Social Services and their advice sought. Issues relating to child protection will override any concerns for DPA/ GDPR. This must not contribute to a delay in making a referral.

The school will ensure that the relevant social worker is notified [telephone; email] if there is an unexplained absence of a pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed or in their absence the Duty SW.

**Contact details for a referral:**

**LADO**

**Rob Wratten**

Email [rwratten@hillingdon.gov.uk](mailto:rwratten@hillingdon.gov.uk)

Telephone 01895 250111

**Child Protection Lead for Education and Deputy LADO**

**Hannah Ives**

**Safeguarding Partnership Quality Implementation Manager**

**Suzi Gladish**

**Domestic Abuse Lead for Education**

**Stella Anaxagorou**

**Prevent Lead**

**Fiona Gibbs**

**Hillingdon Multi Agency Safeguarding Hub (MASH) team**

Telephone Number: 01895 556633

Email: [lbhmash@hillingdon.gov.uk](mailto:lbhmash@hillingdon.gov.uk)

**Triage Team contact: Telephone Number: 01895 556644**

**Hillingdon MASH team**

**Child Missing in Education:**

**Participation Team**

Email [participationteam@hillingdon.gov.uk](mailto:participationteam@hillingdon.gov.uk)

Telephone 01895250858

**Operation Encompass**

Hedgewood is part of a joint agency project with Hillingdon Council and The Metropolitan Police called Operation Encompass. This is aimed as a support measure in the event that any of our pupils and families experience a domestic incident.

Operation Encompass will ensure that our Designated Safeguarding Lead is informed of the incident, so we can offer discrete support for families and pupils. School aims to provide a secure and caring environment to help reduce the effects of domestic abuse.

**Encompass Lead: Ayo Akinnola**

## **Concerns relating to a member of the school staff or other person in a Position of Trust:**

### **Whistleblowing.**

It is expected that staff who have concerns about poor or unsafe practice should follow our Whistleblowing Policy. Such concerns will be taken seriously by our senior leadership team who will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO) .

If you have a concern about a member of staff, you should speak to the headteacher. If the concern is about the headteacher, you should speak to the chair of governors. A copy of our Whistleblowing Policy is available in the staff room and our school website. Staff are reassured that any allegations remain confidential and follow fair reporting procedures.

### **Allegations of abuse made against staff**

We have procedures in place to manage cases where it is alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

We will deal with any allegation of abuse against a member of staff (or volunteer) in a fair and consistent way that provides effective child protection while also supporting the individual who is subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

The Headteacher or designated assistant Headteacher will attend any Position of Trust/Strategy Meetings relating to allegations against staff.

### **Use of physical intervention:**

Hedgewood adopts a low arousal approach to supporting young people and staff are trained in the Studio III approach and low arousal techniques for de-escalation (Behaviour, Well-being and Safety Policy 2019/20).

It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.) it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;
- b. causing personal injury to , or damage to the property of, any person (including the pupil); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

In the event of any physical contact being used with a child to keep themselves or others safe, Hedgewood will record the event and inform parents. The school will also carry out or review any risk assessment in place for that pupil to reduce the need for any physical intervention.

## **E-safety**

Young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies: ASD pupils are particularly vulnerable in this respect as they are very literal and often have good facility with ICT. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

As a school we have a major responsibility to educate our pupils; 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, particularly social networking sites. The school ensures that taught sessions to develop our pupils understanding of safe internet usage, including adapted visual supports are included in curriculum content and reinforced at timely and appropriate intervals. It is also important to include parents as much as possible in this process given that children often have access to computers at home. The school supports parents in setting appropriate filters on home devices when needed.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life **using school equipment** providing we have permission to do so from the parents. Staff **must not** however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but must seek permission to use official email and networking sites sanctioned by the school

eg. In order to support the learning of a chronically sick pupil. Staff should be extremely circumspect in their personal use of social networking sites and must not discuss school business or any issues relating to pupils, staff, parents or governors in any specific or general way. Guidance is provided in the applicable school policies.

### **Record keeping:**

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within 24 hours), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. **Children will not be asked to make written a statement themselves or to sign any records.**

All records of a child protection nature (handwritten or typed) will be given to the DSL for safekeeping and entry to the schools secure digital 'Safeguard' system. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis.

When a child who has had a child protection plan leaves the school and/or transfers to another school, the DSL will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.

When pupils who have been the subject of some concern in school transfer from primary to secondary school and/or move school part way through an academic year, any current concerns that are being monitored need to be passed on to the DSL of the receiving school. Any other historic information that is not part of either an ongoing child protection case or an active monitoring situation should be shredded.

### **Supporting the Pupil:**

The school will support pupils in accordance with his/her agreed child protection plan as required

The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team

We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may

be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

### **The curriculum:**

Through the curriculum pathways which identify skills to enable pupils to keep themselves safe, we aim to raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others as far as possible. We recognise that pupils need opportunities to over-learn to develop the skills they need to stay safe.

Development of self awareness and keeping oneself safe is embedded in our PSHCE and Personalised Curriculum Plans, and targeted curriculum pathways to support our pupils and families at the appropriate stage of their development.

### **Training:**

This school is committed to supporting and training all staff in matters of safeguarding and child protection.

All staff are trained on their responsibilities to safeguard and promote the welfare of children using current legislation outlined in *'Keeping Children Safe in Education'* 2020, including The Prevent Strategy (and local Channel arrangements), Female Genital Mutilation and Child Sexual Exploitation (Definition and Guide update February 2017). School uses other key documentation in its training to include statutory guidance from *'Working Together to Safeguard Children'* 2018; use of Early Help assessment to provide targeted support from services to improve outcomes for young people. Hedgewood also uses guidance from *'Safer working practice for those working with children and young people in education settings'* (Safer Recruitment Consortium 2015)

The Governing Body will ensure that all staff and Governors receives appropriate induction and on-going training to equip them to carry out their responsibilities for child protection effectively as prescribed in government guidance (Section 175 Education Act 2002) and in accordance with advice from the local three safeguarding partners. Hedgewood refresh full safeguarding and child protection training annually and engage in regular workshops, staff meetings and training activities to ensure staff have current information to safeguard children effectively and can contribute to shaping safeguarding arrangements within the school.

Those staff that join the school throughout the year will receive full safeguarding training, including awareness of all child protection policies and procedures as part of their induction. The induction training is carried out by one of the Designated Safeguarding Leads.

Staff also receive ongoing safeguarding training through regular staff meetings and online materials. We use online Safeguarding training modules as induction and ongoing 'quiz' refreshers.

The Governing Body will ensure that the Designated Safeguarding Leads for Child Protection attends appropriate multi agency Safeguarding training.

The school will ensure that all interview panels have at least one panel member trained in safer recruitment. Governing Body members have been trained in Safer Recruitment as have all senior leaders, persons responsible for personnel records and some managers and teachers.

### **Safer Recruitment of staff and volunteers and maintaining appropriate Disclosure and Barring checks:**

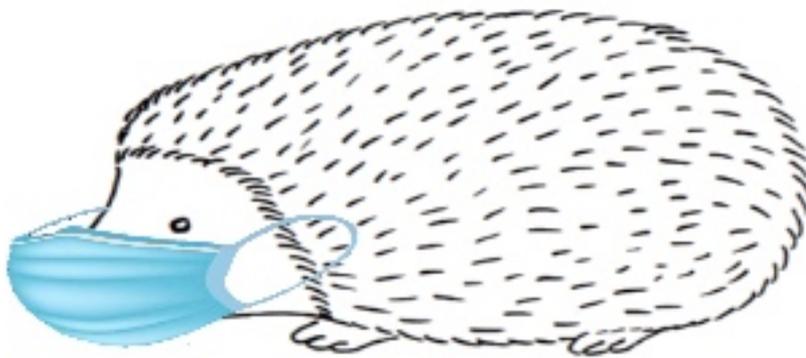
We follow statutory guidance and good practice as outlined in 'Keeping Children Safe in Education (September 2020) and by the School's Human Resources Co-operative in respect of creating a safe working environment in school.

The school will ensure that safer recruitment practices, including current DBS, are in place and followed in checking the suitability of all staff and volunteers to work with children, including relevant members of the Governing Body. Evidence of these checks (the Single Central Record) will be maintained as required by the current guidance.

All teaching assistants work is carried out 'under the direction and supervision of a qualified teacher or other person nominated by the Headteacher'.

# Child protection and safeguarding: COVID-19 addendum

Hedgewood School



<b>Written by:</b>	Ayo Akinnola	<b>Date:</b> September 2020
<b>Last reviewed on:</b>	18/09/2020	
<b>Next review due by:</b>	02/11/2020	

## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Ayo Akinnola	02088456756 (internal ext 113) 07340113423 <a href="mailto:ayo@hedgewood.org">ayo@hedgewood.org</a>
Deputy DSL	John Goddard	02088456756 (internal ext 105) <a href="mailto:jgoddard@hedgewood.org">jgoddard@hedgewood.org</a>
	Diane Owens	(internal ext 104) <a href="mailto:dowens@hedgewood.org">dowens@hedgewood.org</a>
Designated member of senior leadership team if DSL (and deputy) can't be on site	Pearl Greenwald	02088456756 (internal ext 123) <a href="mailto:pgreenwald@hedgewood.org">pgreenwald@hedgewood.org</a>
	Bryony Smith	(internal ext 110) <a href="mailto:bsmith@hedgewood.org">bsmith@hedgewood.org</a>
DSL (Satellite Provision)	Eleanor Penklis	07783371349  <a href="mailto:epenklis@hedgewood.org">epenklis@hedgewood.org</a>
Headteacher	John Goddard	02088456756 (internal ext 113) <a href="mailto:jgoddard@hedgewood.org">jgoddard@hedgewood.org</a>
Local authority designated officer (LADO)	Rob Wratten	Tel No. 01895250975 Mob: 07919 115892 01895 250111 (emergency / out of hours) <a href="mailto:rwratten@hillingdon.gov.uk">rwratten@hillingdon.gov.uk</a>
Chair of governors	Michelle Doherty	C/O <a href="mailto:office@hedgewood.org">office@hedgewood.org</a>

### 1. Scope and definitions

This addendum applies from the start of the autumn term 2020.

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with

coronavirus – for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

We will be taking particular care in supporting all our pupils and recognise that re-adjustment to routines in school can be more challenging for children with special educational needs and disabilities (SEND). Consideration and planning will be given as to how to support our pupils to settle back in to school.

In this addendum, where we refer to vulnerable children, this means those children:

- With a child protection plan
- With a child in need plan
- Looked after by the local authority
- Under assessment for targeted or specialist support (e.g Early Help, C&F assessment)
- Have been assessed as otherwise vulnerable by school Senior Leadership Team (SLT)

## **2. Core safeguarding principles**

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

## **3. Reporting concerns**

All staff and volunteers must continue to act on any concerns they have about a child immediately in line with our school Child Protection Policy and Procedures. It is still vitally important to do this, both for children at school and those at home.

DSL's will continue to work with children's social workers, where they have one, to help protect vulnerable children.

## 4. DSL (and deputy) arrangements

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

If our DSL (or deputy) can't be on site, they can be contacted remotely by mobile or email. All DSL's, office admin, and Senior Leadership team have egress accounts to send information securely to outside agencies (this is particularly important for our out of borough pupils). DSL's and Senior Leadership can also send notifications to each other via our online safeguarding reporting system 'Safeguard'.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Bryony Smith or Pearl Greenwald. Their contact details are listed in the 'Important contacts' section at the start of this addendum.

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

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

## 5. Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

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

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

We will continue to focus on Hillingdon Safeguarding Children Partnership's agreed priorities for 2020/2021:

- Neglect
- Early Help
- Safeguarding Young People (remembering the siblings of our pupils)
- Children with complex needs and disabilities

## 6. Monitoring attendance

We will resume taking our attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by telephone call. If they do not answer the telephone we will send their parents or carers an email or Seesaw message.
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. During the first half of the autumn term, our office admin will contact any parents where we do not have at least two contacts for each child and request for these additional contacts.

## 7. Peer-on-peer abuse

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

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

## 8. Concerns about a staff member, supply teacher or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

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

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

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

## 9. Contact plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual risk assessment, which sets out:

- How often the DSL or deputy DSL will make contact with the family – this will be at least once a week
- How the DSL or deputy DSL will make contact – this will be over the phone and / or via Seesaw. If there is no response by telephone or Seesaw, a DSL or deputy DSL will make a doorstep visit.
- Teachers will arrange Zoom video lessons and provide timely feedback to a DSL or deputy DSL.

Risk assessments will be shared with the child's Social Worker and reviewed every two weeks.

If we can't make contact, we will contact the child's Social worker (or Duty Social Worker if they do not have an allocated Social Worker) and follow their advice.

## 10. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

### 10.1 Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

### 10.2 Children at home

The school will maintain contact with children who are at home. Teachers will make every effort to arrange lessons via Zoom video call. They will use school phones and devices to contact families. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- No or reduced contact from parent(s)
- Not seeing the child at all during the video call
- Significant change in behaviour or appearance during the video call

## **11. Online safety**

### **11.1 In school**

We will continue to have appropriate filtering and monitoring systems in place in school.

### **11.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing code of conduct policy and IT acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

Staff will maintain professional practice and adhere to our school protocols when communicating with parents (and pupils) remotely. This also includes our school protocols regarding staff conduct on social media. Staff must not agree to or suggest face timing pupils or families and must not share their personal contact details with parents/carers or pupils. Communication will remain within school hours as much as possible and only through school channels (e.g. Seesaw) and devices approved by the senior leadership team.

### **11.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school
- Know where else they can go for support to keep their children safe online

We will do this by regular announcements / bulletins / letters to parents on Seesaw, our school website and our school Social Media accounts to reinforce the importance of children being safe online. Information will be sent to all parents to emphasise the importance of a safe online environment and encouraging them to set parental controls on digital devices and use internet filters to block malicious websites. Practical advice will be made available for parents /carers to report harmful or upsetting content.

## **12. Mental health**

### **12.1 Children returning to school**

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for significant changes in behaviour to help identify where support may be needed and speak to our Senior Leadership Team. If the observed behaviour is a safeguarding concern, this must be brought to a DSL or deputy DSL as soon as possible.

Staff will also be aware of parents and carers who may need support with the mental health and wellbeing and speak with our Family Services Team for advice.

### **12.2 Children at home**

We will signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

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

Staff and volunteers will be alert to significant mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

## **13. Staff and volunteer recruitment**

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and Part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

## **14. Safeguarding induction and training**

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

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

We will continue to ensure that our class bubbles and social distancing measures are maintained by expanding our safeguarding training programme to include e-learning.

## **15. Monitoring arrangements**

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum every half-term by Ayo Akinnola, DSL. At every review, any changes will be approved by the full governing board.