



Everyone **S**miles **H**ere.
Esh Church of England Primary School

Safeguarding Policy

Safeguarding Policy 2021/22

by the Governing Body: November 2021

Review by: November 2022



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We are a Rights Respecting School and our policies reflect this in line with our belief that children have rights but also responsibilities as part of our school community. Articles particularly relevant to this policy are:

- Article 3 – Best interests of the child
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1.0 Purpose & Aims

Esh Church of England Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at forefront of all action taken.

The purpose of Esh Church of England Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

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

The school fully recognises the contribution it can make to protect children from harm and support and promote the welfare of all children who are registered pupils. The elements of our policy are prevention, protection and support.

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

2.0 Statutory Framework

In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance:

- *The Children Act 1989 and 2004*
- *The Education Act 2002 (section 175)*
- *Education and Skills Act 2008*
- *Childcare Act 2006*
- *Working Together to Safeguard Children (DfE, 2018)*
- *Keeping Children Safe in Education (DfE, 2021)*



- *The Education (Health Standards) (England) Regulations 2003*
- *The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940*
- *The Education (School Teachers' Appraisal) (England) Regulations 2012*
- *The Children and Families Act 2014*
- *The Education (Independent School Standards) Regulations 2014*
- *Police Act 1997*
- *The Police Act 1997 (Criminal Records) Regulations 2002, as amended*
- *The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended*
- *The Sexual Offences Act 2003*
- *Safeguarding Vulnerable Groups Act 2006*
- *Protection of Freedoms Act 2012*
- *Equality Act 2010*
- *The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended*
- *The Counter-Terrorism and Security Act 2015, including the Prevent Duty (2015)*
- *The Education (Pupil Information) (England) Regulations 2005*
- *Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011)*
- *The Teachers Standards (DfE 2012) (terminology updated 2021)*
- *The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) Regulations 2018*
- *Female Genital Mutilation Act 2003*
- *Equality Act 2010*
- *The UK General Data Protection Regulation (UK GDPR)*
- *Data Protection Act 2018*
- *Voyeurism (Offences Act) 2019*
- *Domestic Abuse Act 2021*
- *Multi-agency statutory guidance on female genital mutilation (HM Government, 2020)*
- *Multi-agency practice guidelines: Handling cases of Forced Marriage (HM Government 2013)*
- *Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism (HM Government, 2021)*
- *Disqualification under the Childcare Act 2006 (DfE, 2018)*



- *Procedures set out by the appropriate LA's Local Safeguarding Children Board (LSCB)*

3.0 School Policies On Related Safeguarding Issues (To Be Read and Followed Alongside This Document)

- *Online Safety Policy*
- *Children Missing in Education Procedures*
- *Behaviour Policy*
- *Positive Handling and Restrictive Intervention Policy*
- *Procedures for Managing Allegations Against Staff*
- *Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff (See Appendix F)*
- *Health and Safety Policy*
- *Guidance for Safer Working Practice for Adults Who Work with Children and Young People – embedded in this document*
- *Anti-Bullying Policy Procedures*
- *Anti-Racism Policy*
- *Guidance on the Use of Photographic Images*
- *Safer Recruitment Guidelines*
- *Whistleblowing Policy*
- *First Aid and Medical Absence Policy*
- *Intimate Care Policy and Guidance*
- *Procedures for Assessing Risk (re school trips)*
- *First Aid and Accident Policies*
- *Prevent Toolkit*
- *Peer-on-Peer Abuse Policy*

4.0 Our Ethos

Esh Church of England Primary School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel



helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

The school will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- Ensuring the content of the curriculum includes social and emotional aspects of learning
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they can talk to
- Providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse by ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Supporting the child's development in ways that will foster security, confidence and independence.
- Providing an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to
- Ensuring all steps are taken to maintain site security and student's physical safety
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Developing a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing and promoting effective working relationships with other agencies, especially the Police and Social Care.
- Ensuring that all adults within our school who have substantial access to children have been checked as to their suitability.

5.0 Roles and Responsibilities



It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at the school. This includes the responsibility to provide a safe environment in which children can learn. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. The school and staff form part of the wider safeguarding system for children. This system is described in statutory guidance (Working Together to 18). Esh Church of England Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The school has a designated safeguarding lead who provides support to staff members to carry out their safeguarding duties and who liaises closely with other services such as children's social care where appropriate.

The Local Governing Body/Trust Board

The Governing Body has a duty to take strategic leadership responsibility for the school's safeguarding arrangements and is accountable for ensuring the effectiveness of this policy and compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school. Part 2 of *Keeping Children Safe in Education (DfE, 2021)* sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will ensure that:

- Through the Head Teacher, remedy without delay any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to the attention of the school management and Governing Body. Furthermore, it is required that school submits an annual safeguarding report to the Governing Body.
- A senior member of staff of the school's leadership team is identified to take the role of Designated Safeguarding Lead (DSL) as defined in *Keeping Children Safe in Education*, and given in Appendix B of this document. A second member of staff, the Deputy Designated Safeguarding Lead (DDSL), will fulfil this role when the DSL is unavailable.
- A senior board level lead takes leadership responsibility for safeguarding arrangements.
- The school has a nominated governor responsible for safeguarding, to take lead responsibility in the Governing Body for Safeguarding, and to provide support and challenge to the Designated Safeguarding Lead (DSL) to ensure that the work of the school conforms to this policy.
- On arrival at the school, all visitors (including contractors) are provided with our safeguarding summary sheet and their responsibility for referring any concerns to the Designated Safeguarding Lead (DSL) or his/her Deputy (DDSL), and the names of the Designated Safeguarding Leads (DSL) and his/her Deputy (DDSL).



- This policy is available to parents and carers through the school website and ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school prospectus.
- Children and young people are taught about keeping themselves safe.
- The school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2018). This includes providing a co-ordinated offer of early help¹ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection Plans. This covers a range of work such as:
 - Working with the named Common Assessment Framework (CAF) Co-ordinator in Children's Social Care
 - Working to help identify children and young people who are privately fostered
 - Working to help protect children from extremist and violent views through multi-agency work.
- The school develops effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters, including:
 - Attendance at Child Protection conferences
 - Notifying Children's Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
 - Contacting the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the '*Protocol for Dealing with Children Missing from Care*'
- School's safeguarding procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Local Safeguarding Children Board (LSCB).
- There is a Staff Code of Conduct, which links to this safeguarding policy, and the Safer Working Practices document, which is shared with all current staff and forms part of the induction training for new staff.
- That any member of staff² found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer³. The Children's Barred List (formerly List 99) Check allows educational establishments to check against a database to see if there is a possible match for a person included in the children's

¹ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

² Following guidance from the Local Authority Designated Officer (LADO)

³ Working Together to Safeguard Children (DfE, 2013) states "If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason."



barred list. If a person is included in the children's barred list, employment by the educational establishment is prohibited.

- This safeguarding policy is reviewed annually to ensure its effectiveness.
- The governing body receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Head Teacher

The Head Teacher (who is also the designated safeguarding lead) is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- Ensuring that this policy and associated procedures are followed by all staff.
- Ensuring that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).
- Provide staff with appropriate policies and information upon induction.

Designated Safeguarding Lead (DSL)

- The broad areas of responsibility of the Designated Safeguarding Lead (DSL) involve managing referrals/cases and raising awareness of safeguarding amongst staff. Appendix B of this document, drawn from Keeping Children Safe in Education, provides more detailed information on these areas of responsibility.
- The Designated Safeguarding Lead (DSL) will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.



- In making decisions on whether to refer safeguarding concerns/disclosures to Children's Social Care, the Designated Safeguarding Lead (DSL) must use the LA's Children's Social Care "A Child Centred System Understanding Thresholds"
- The DSL will consult with the Multi Agency Support Team if still unsure on whether to refer.

The Role & Responsibilities of all Staff within the school

All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* (link found in Appendix A) and ensure they are aware of their responsibilities for safeguarding in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.

All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix A for details). Procedures for reporting concerns are given in sections 5 and procedures for dealing with a disclosure are given in section 6 of this document.

If concerns or allegations regarding a member of staff or the Head Teacher then the processes outlined in the relevant policy must be followed.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

There are various expert sources of advice on the signs of abuse and neglect.

Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

Staff members should be aware that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges meaning that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and



- Communication barriers and difficulties in managing or reporting these challenges.

A child going missing from education is a potential indicator of abuse or neglect. School staff members should follow the school's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in Department for Education (DfE) advice about school attendance and statutory guidance about children who run away or go missing from home or care.

6.0 Training & Induction

The Head Teacher must undertake training on safeguarding at least once every two years (statutory requirement), via the Local Safeguarding Children Board (LSCB). If the Head Teacher is the Designated Safeguarding Lead (DSL) then he/she shall meet the training requirements set out below.

In addition to basic in-house safeguarding training the Designated Safeguarding Lead (DSL) must attend the Local Safeguarding Children Board (LSCB)'s *Working Together* training course Modules 1 and 2 as a matter of priority, and then undertake further refresher/specialist safeguarding training via the Local Safeguarding Children Board (LSCB) at least every two years (statutory requirement). Training for A Park and A James was updated in the academic year 2020-2021.

The school must have clear deputising arrangements in place for the safeguarding lead and these personnel must be supported in this role by the provision of access to appropriate Local Safeguarding Children Board (LSCB) learning opportunities. The Deputy Designated Safeguarding Lead (DDSL) must also meet the same requirements as the lead.

Any newly appointed Designated Safeguarding Lead (DSL) must attend the Local Safeguarding Children Board (LSCB) *Working Together* training course Modules 1 and 2 before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead (DDSL) will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead (DSL) is waiting to receive training.

All other staff, who work with children, will undertake safeguarding ('Safeguarding Awareness' course), or its equivalent, to equip them to carry out their responsibilities for safeguarding effectively. This must be kept up to date by refresher training at three yearly intervals (however two-yearly intervals would be recommended), and temporary staff and volunteers who work with children must be made aware of the school's arrangements for safeguarding and their responsibilities. The Local Safeguarding Children Board (LSCB) offers free on-line training for such workers.

The Chair of Governors and/or the designated Governor for Safeguarding will undertake the Local Authority's, or an external provider's, governor safeguarding training at least once every three years.

All new members of staff will receive safeguarding training.

Briefings and updates on safeguarding procedures and local safeguarding issues (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided



on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school's policy as they occur.

At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

7.0 Promoting Children and Young People's Well-Being

The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2018). This includes providing a co-ordinated offer of early help⁴ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school should also ensure that they promote effective online safety to children.

The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed a multi-agency basis, the Common Assessment Framework (CAF).

Safeguarding procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm.

8.0 Coronavirus

School is committed to ensuring the school community is as safe as we can make it in these uncertain times. School has completed and will update risk assessments on a regular basis. We will use these risk assessments to formulate necessary protocols and direction for all members of our school community. The HT and premises manager will be responsible for the school site during this period. ***See School's Covid-19 risk assessments and protocols.***

In the event the event of another lockdown, refer to the **Appendix I: Covid-19 School Outbreak Management Plan**

9.0 Dealing with Concerns or Disclosures Regarding a Child or Young Person

All staff and volunteers must be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse including child sexual exploitation
- Neglect

⁴ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)



These categories are described in more detail in Appendix A and signs indicating the possibility of abuse are described in Appendix C. The abuse may be instigated by one or more adults, and/or other children and young people.

If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the Designated Safeguarding Lead (DSL) immediately so that children's social care can be informed and the necessary protective measures implemented.

A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** the staff are aware of the signs and behaviour which **may** indicate abuse.

All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.



- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for safeguarding matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.

The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), immediately. The member of staff must provide the Designated Safeguarding Lead (DSL) with a signed, dated written record of the concern/disclosure. The DSL will then upload this information to the school MIS system, ScholarPack.

The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

The Designated Safeguarding Lead (DSL) must place the concern on the school's safeguarding file for the child (creating one if necessary).

When the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), has been informed, he/she shall make the decision whether or not to refer the concern to Children's Social Care. On the question of how to decide whether to refer to Children's Social Care, reference should be made to LA's Children's Social Care "*A Child Centred System Understanding Thresholds*".

Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

- Has suffered significant harm; or
- Is likely to suffer significant harm.

All referrals to Children's Social Care must be made in writing using the Multi Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised.

The Multi Agency Support team will be consulted when there is uncertainty about whether to refer.

Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the Multi Agency Support.

Additional referral guidance is provided in Appendix D.

10.0 Peer on Peer Abuse

For the purposes of this policy, "**peer-on-peer abuse**" is defined as abuse between children.



The school has a zero-tolerance approach to abuse, including peer-on-peer abuse, as confirmed in the Child Protection and Safeguarding Policy's ethos.

All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable



to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of peer-on-peer abuse are outlined in the Peer-on-Peer Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

11.0 Preventing Radicalisation

Protecting children from the risk of radicalisation is part of the school's wider Safeguarding duties. We will actively assess the risk of children being drawn into Terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the channel programme. The school will work with the LSCB as appropriate.

Training

The school's designated safeguarding lead must undertake prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Making a referral

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead. The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of the prevent referral process, in the first instance and the following procedures should be followed:

To make a Prevent Safeguarding Referral, this should be done through First Contact on **03000 267 979** or by emailing firstcontact@durham.gov.uk



12.0 Confidentiality

Safeguarding information should be treated as confidential and only shared as part of the agreed school and Local Safeguarding Children Board (LSCB) protocols.

All staff/volunteers in the school have a responsibility to share relevant information about the protection of children with other professionals.

Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

13.0 Communication with Parents / Carers

Parents and carers will be made aware of the school policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made by Children's Services. It will be made clear that this is a legal obligation and not a personal decision.

14.0 Pupil Information and Record Keeping

The school will take sensible steps to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The school will require parents and carers to provide accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Plan or subject to a care plan
- the name and contact details of the child's or family's G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information through its Management Information System.

The Recording Form in the event of a safeguarding concern will be kept for the duration of the child's school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead (DSL) at the receiving school. The school will retain a receipt for the records signed by the receiving school.

The information contained will be regarded as confidential. Any request for access to the information by non-Local Authority Safeguarding Children Board agencies (e.g. Solicitor,



investigating agent) will be referred to the Head Teacher/Designated Safeguarding Lead (DSL) who is advised to seek legal advice before acting.

15.0 Safer Recruitment

The school will comply with the guidance set out in Part 3 of *Keeping Children Safe in Education (DfE, 2021)*.

Although not a statutory requirement, at least one member of every appointments panel will have gained accreditation through Safer Recruitment training.

The School is committed to safer recruitment and safeguarding students; all staff will be recruited in accordance with the School's Safer Recruitment Policy.

16.0 Dealing with Allegations Regarding School Staff or Volunteers

The procedure documented within the School's Whistleblowing Policy must be used in any case where it is alleged that a member of staff or a volunteer at the school has:

- behaved towards a child or children in a way that has harmed or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

17.0 Guidance and Procedures Relating to Activities And Services

In the course of preventing abuse to children, the school has established guidance and procedures related to activities and services:

Use of photography, video recording, image recording and mobile phone cameras

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of children and young people. The school will make full use of current best practice and follow guidelines from, for example the DfE and other professional organisations to fully protect the safety of its children.

When using professional photographers or inviting the press to a school activity, the school will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to children or one-to-one photo sessions at events

Parents, carers and spectators intending to photograph or video at an event will be required to follow the school's guidelines regarding the appropriateness of photographs.

Children and their parents will be advised to report any concerns to the event organiser or member of staff. Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.

Staff use of pupil images



Conscious that there is a need to safeguard children, staff will make prudent use of pupil images obtained as a normal part of school life. The transmission of any images of pupils will be carefully reviewed, seeking the approval of the Headteacher or Deputy Headteacher beforehand.

Organised photographic opportunities

The majority of promotional and press releases will be organised through the school's senior leadership team. These are generally agreed by both parties in advance. The school will undertake not to use a child's image unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.

The Internet

The school operates secure access to the internet through its internet provider, preventing access to inappropriate web sites, chat rooms and social networking sites. There are systems in place for monitoring usage of the internet and all employees have log ins and passwords, which will be monitored. Any member of staff discovered to have accessed or placed inappropriate material on the internet will be subject to the ICT and Acceptable Use Policy (AUP) Policies and Procedures.

The school will follow current DfE guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet.

Visitors and Site Security

School extends a warm welcome to all parents, carers and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls, ensure that all pupils are fully protected from any malign influences or abuse.

Use of the school premises for non-school activities

Where the local governing body hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where the local governing body provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the local governing body will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The local governing body will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The local governing body will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extracurricular activities and clubs



Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Collaboration with the Local Authority

The school will share information about pupils and their families in a secure and sensitive manner, to protect the safety, well-being and learning of each pupil. The CAF and eCAF will form an important element of this communication. The school will endeavour to take advantage of the Local Authority's expertise too, for example, through the use of personnel such as the Pupil Tracking Officer, and others.

Responding to Disclosures, Suspicions and Allegations

The appropriate responses are outlined in this policy.

18.0 Monitoring and Evaluation

This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance by the **Headteacher**.

19.0 Approval by Trust Board

This policy and plan has been formally approved and adopted by the Trust Board at a formally convened meeting.

(Chair of Trust Board)



APPENDIX A: Part One of *Keeping Children Safe in Education* (DfE, 2021)

All staff working in school must read and sign to say they have read KCSIE (2020) Part 1.

A link for this is as follows:

[Keeping children safe in education 2021 \(part one only\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/keeping-children-safe-in-education-2021-part-one-only.pdf)



APPENDIX B: Role of the Designated Safeguarding Lead (DSL)

Keeping Children Safe in Education (DfE, 2021) defines the role in the following terms.

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).

This person should have the appropriate status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead (DSL) are:

Managing referrals

- Refer all cases of suspected abuse and neglect to the local authority children's social care and:
 - The designated officer(s) for child protection concerns (all cases which concern a staff member),
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - The Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
 - Police (cases where a crime may have been committed).
- Liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The Designated Safeguarding Lead (DSL) (and any deputies) should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.



- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Understand the importance of the role of the designated safeguarding lead has in providing information and support to children's social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support children with SEND to stay safe online.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.



Raising Awareness

- The Designated Safeguarding Lead (DSL) should ensure the school or college's policies are known and used appropriately:
 - Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
 - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
 - Link with the Local Safeguarding Children Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
 - Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.



APPENDIX C: Indicators of Abuse

NB. This guidance is provided as a useful reminder of the indicators of abuse but should be always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four categories of abuse, which may result in a child becoming subject of a Child Protection Plan. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse including Child Sexual Exploitation
- Neglect

Possible indicators of Physical Abuse

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away



Possible indicators of Emotional Abuse

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging.

Possible indicators of Sexual Abuse

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal



- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks

Possible indicators of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging.



APPENDIX D: REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a safeguarding concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest



- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

MAKING A DECISION

Further guidance on making a decision is provided in the LA Children's Social Care, A Child Centred System Understanding Thresholds document.



APPENDIX E: Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Andrew Park (Headteacher) if they have a safeguarding concern about a child in our schools.

Full name of child	Date of Birth	Class/Year Group	Your name and position in school

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



Action taken by DSL

Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

Integrated
Youth Service

Parents

Other

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

Feedback given to...?

SLT

Class Teacher

Child

Person who recorded disclosure

Further Action Agreed:

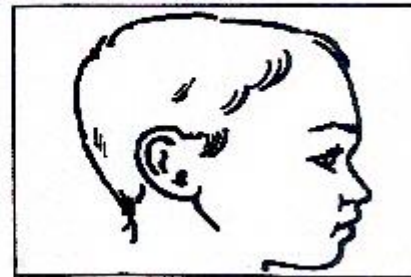
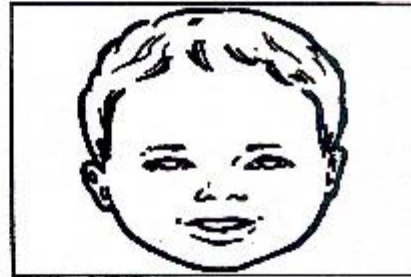
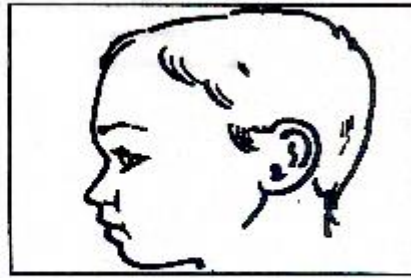
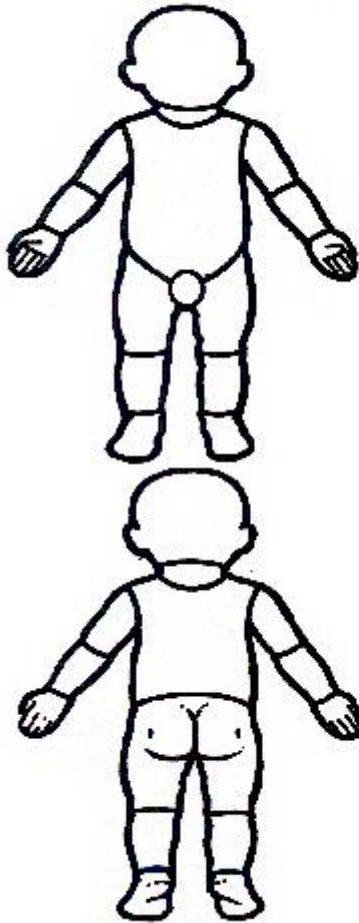
e.g. Academy to instigate a Family Support Process, assessment by Children's Services

Full name:

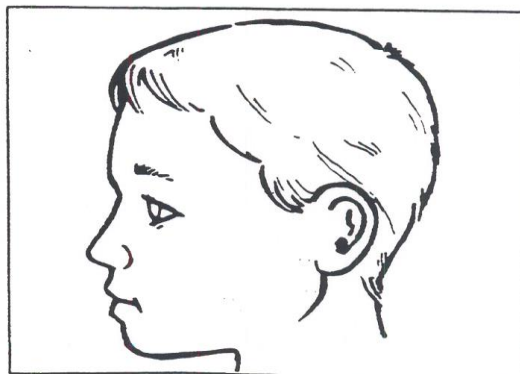
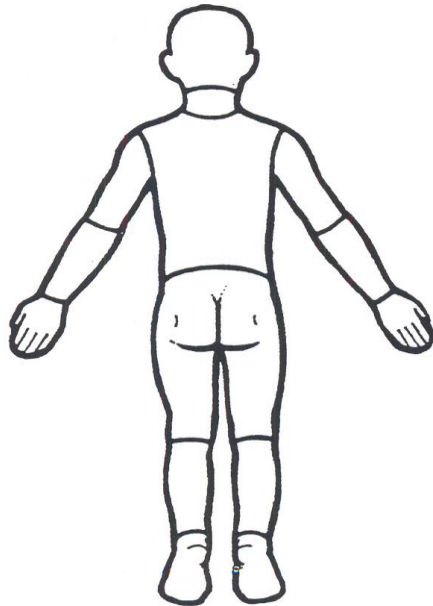
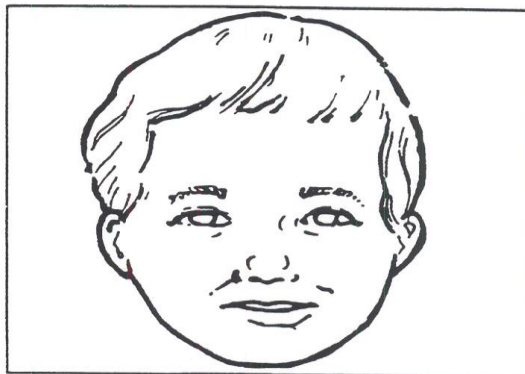
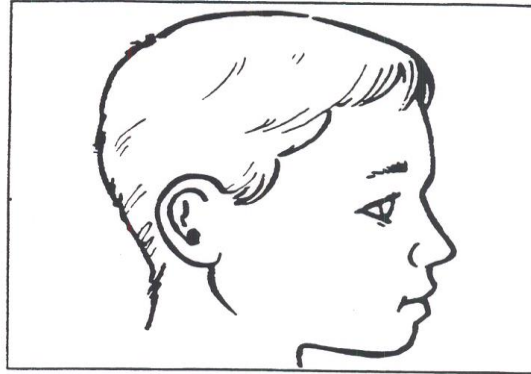
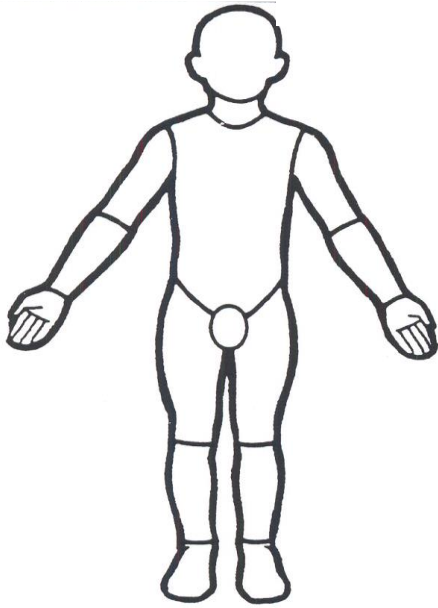
DSL Signature:

Body Map

Young Child



Older Child





APPENDIX F: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our schools we take this responsibility seriously. If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

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

If you think the matter is very serious and may be related to safeguarding, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the designated safeguarding lead. Please ensure you complete all sections as described.

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

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head Teacher. If an allegation is made about the Head Teacher you should pass this information to the Chair of the Local Governing Body and/or Chair of the Trust. Alternatively, you can contact the Local Authority Designated Officer

The people you should talk to in the school are:

Designated Safeguarding Lead: **Andrew Park** Position: **Headteacher**
Contact Number: 0191 373 1324

Deputy Designated Safeguarding Lead: **Alison James** Position: **Deputy Headteacher**
Contact Number: 0191 373 1324

Chair of Melrose Learning Trust: **Stuart Bain**
Contact: stuart.bain@mac.com

Chair of Esh Local Governing Body: **Gareth Ayre**
Contact: gareth.ayre@btinternet.com

At Esh C of E Primary School we strive to safeguard and promote the welfare of all of our children.

Signed _____ Date Received _____

**A copy of this form can be found in the 'Safeguarding Policy' on our school website. Contacts listed are displayed around school along with the LA Safeguarding Hub.*



APPENDIX G: KEY CONTACTS

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Andrew Park	0191 373 1324 a.park300@esh.durham.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Alison James	0191 373 1324 a.james101@esh.durham.sch.uk
Head Teacher	Andrew Park	As above
Chair of Trust	Stuart Bain	stuart.bain@mac.com
Chair of Local Governing Body	Gareth Ayre	gareth.ayre@btinternet.com
Vice Chair of Governors	Michael Peers	mjpeers@aol.com
Local Authority Designated Officer (LADO)	Duty Officer	03000 268835
Local Safeguarding Children Boards (LSCB)* *Contact the authority where the child lives. If in doubt, contact Durham number and they will advise.	Durham Local Children's Safeguarding Partnership	03000 267979 firstcontact@durham.gov.uk
	Durham	03000 267979
Prevent (referrals made through First Contact)		03000 267979 firstcontact@durham.gov.uk



Appendix H: COVID-19 School Outbreak Management Plan

Outbreak Management Plan

This Outbreak Management Plan is based on the contingency framework for managing local outbreaks of COVID 19 and the school's/college's operational guidance from step 4, published by the Department for Education (DfE).

We will only implement some, or all, of the measures in this plan in response to recommendations provided by our local authority (LA), director of public health (DsPH), Public Health England (PHE) health protection team or the national government.

It may be necessary to implement these measures in the following circumstances:

- To help manage a COVID-19 outbreak within the school/college
- If COVID-19 infection rates in the community are extremely high, and other measures have failed to reduce transmission
- As part of a package of measures responding to a 'variant of concern' (VoC)

The Trust will have an up to date risk assessment in place, it will be communicated to the whole staff team; appropriate information will be shared with students, parents/carers, visitors and any other people impacted by the school/college activities.

The Senior Leadership Team will review the risk assessment each month to make sure the measures included are providing the best level of protection available, whilst allowing the school/college to run in a way which will prioritise student's education and growth.

The Trust will have arrangements in place so it can re-introduce measures, up to and in line with the Summer 2021 COVID-19 risk assessment. This may include:

- Reintroduction of face coverings in communal areas
- Adhering to national guidance on the reintroduction of shielding which would apply to those on the shielded patient list (SPL). We will speak to individuals required to shield about additional protective measures in school/college or arrangements for home working or learning
- If recommended to reduce mixing between groups we would:
 - Reintroduce bubbles
 - Have separate entrances/exits for bubbles
 - Deliver lunches to classrooms
 - Separate rota for breaks and lunches
 - Timetabled use of specialist rooms
 - Reintroduce 'maximum capacity' notices for all communal areas
- If recommended we would limit:
 - Residential educational visits
 - Transition days
 - Parents coming into school/college



- Non-essential visitors coming into school/college
- Live performances

As well as increasing the level of controls; the measures will include providing high quality remote education where students are not able to attend. The school will continue to provide meals or lunch parcels for students eligible for benefits-related free school meals while they are not attending school because of COVID-19 isolation guidelines.

LFD Testing kits will be available on site and supplies will allow for a scaling up of testing if required to allow students and staff to attend. LFD testing is not appropriate for people with symptoms and they should not attend school/college whilst they have symptoms.

PCR Testing kits will be available for any individual who is symptomatic and may not be able to access a PCR test by other means. Individuals (and where appropriate their parents/carers) should be encouraged to use PCR testing centres where they are likely to get a rapid result. Individuals (and where appropriate their parents/carers) should be strongly encouraged to share the results with the school/college at the earliest opportunity.

- Where a suspected case occurs, the individual will be asked to self-isolate and take a PCR test.
- It is possible when there are confirmed cases the school/college will be asked to provide a list of close contacts, this could lead to the need to take advice from PHE or the Local Health Protection team.
- Where there are multiple cases within a year group, further measures in line with the Summer term risk assessment may be re-introduced. Public Health England will be consulted (08000468687 (1)) and any changes in their immediate or publicised guidance will be acted upon. In line with guidance released in August, if the school/college hits the outbreak threshold (General education 5 individuals or 10% of people test positive in a group), advice will be taken and significant measures introduced.

Where an individual is asked to self-isolate, they will be provided with an isolation number. The number will allow the individual and the school/college to track how long the isolation must be in place.

Individuals who have been informed by Test and Trace to isolate, or have symptoms, must not attend the school/college. The school/college retains the authority to refuse entry to individuals who have symptoms or where the school/college feels their attendance may lead to an outbreak.